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ABSTRACT

GRADES OR AGES: Not specified. It appears to be for kindergarten and primary grades. SUBJECT MATTER: Language and speech, including language patterns, accurate expression of ideas, creative expression of ideas, connection of sound with symbols, and speech improvement. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five sections, one for each of the above language areas. Each section lists materials and describes activities; illustrations are interspersed. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section begins with a brief outline of objectives. Following this, the major portion of the section consists of detailed instructions for numerous specific activities. In each section special attention is given to the use of the tape recorder, use of the language master, musical activities, classroom routine with language orientation, and "quickies"--language games or exercises that take only a few minutes. INSTRUCTIONAL MATERIALS: Materials needed for each activity are listed along with the activity description. In addition, there is a list of commercially available materials at the end of each section. STUDENT ASSESSMENT: None. OPTIONS: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities into a total program. (RT)

ED048155

LANGUAGE EXPERIENCES

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Booklet IV

Developmental Skills Series

Office of
Prekindergarten-Kindergarten Research Center

SCHOOL DISTRICT OF UNIVERSITY CITY
University City, Missouri

July 1967
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Language Patterns	LP
Expressing Ideas Accurately	A
Expressing Ideas Creatively	C
Connecting Sound with Symbols	SS
Speech Improvement	SI

Foreword

Language is the means an individual has of expressing his wishes, needs, and desires, and there is nothing more frustrating to a young child than not being understood by those around him. The importance of the child developing facility in speech and language has been made clear by many authors in this field. It has been said by many that inadequate development of this ability has a wide-spread effect on the rest of the child's development, affecting his ability to understand, to clarify his thinking, to maintain his part in a social group, and to be a well-adjusted individual. The earlier a child can acquire facility in expression, the sooner he is able to reap the benefits of this valuable tool.

Every teacher is a teacher of speech and language, whether he realizes it or not, because the speech habits and their development are affected greatly by the activities which take place in the classroom.

Each child when he comes to school is ready for, and in many cases in need of, speech and language improvement. The child has found by this time that speech and language are necessary if he is to function in our society. Therefore, it seems logical for the teacher to take advantage of the situation and stimulate the child to better speech and language. It is of great importance to help the young child develop his vocabulary and learn to speak with ease and some degree of fluency, for these abilities are directly related to success in learning. The child who has difficulty in these areas will in most instances have difficulty in other areas. Thus, it would seem to be the teacher's responsibility to determine the group and individual needs for improvement, and plan activities to meet these needs.

This booklet has been divided into the following sections:

1. Language Patterns
2. Expressing Ideas Accurately
3. Expressing Ideas Creatively
4. Associating Sound with Symbols
5. Speech Improvement

With this revision special attention has been given within each section for:

1. Use of the tape recorder
2. Use of the language master
3. Musical activities in language development
4. Classroom routine with language orientation
5. "Quickies"-language games or exercises that take only a minute or two for those occasions when the teacher needs a short activity for the children.

Mrs. Norma Vavra has been responsible for the revision of the second edition of Developmental Skills Booklet IV. Other contributors to this and the original first edition are listed on the following page.

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ACTIVITIES EMPHASIZING LANGUAGE PATTERNS

Introduction

Language patterns are common modes of expression used so frequently that they become automatic. Ideally these are picked up by the child from grammatically proficient adults who use correct forms of speech in addressing other persons, in answering questions, in greeting and thanking people, taking leave, and making requests.

For children who do not habitually hear and use good language patterns, occasions may be created in the form of games, exercises, songs and jingles, and best of all, in make-believe and role playing of common life situations in which basic language patterns are used.

Perhaps more in the setting of good examples in the use of language patterns than in any other area of language and speech development, the help of the entire school staff must be enlisted. If the school secretary and custodian, the school nurse and cafeteria worker are properly keyed into the importance of developing good language patterns via their interactions with the children, they will expect and even demand from the children the appropriate verbal salutations, forms of request, and complete sentences in the delivery of messages and inquiries. The whole school then supplies the child with good language patterns to follow, from the moment he meets the first adult inside its doors.

PATTERNS FOR PERSONAL IDENTITY

Biographical Page

Materials: Loose-leaf notebook or large pages for each child

Procedure: Either in a loose-leaf notebook or on separate large pages the teacher gradually compiles an autobiographical sketch for each child, adding a sentence every few days and having the children supply the pertinent words:

I am a ___________________.
I am _______ years old.
My birthday is __________.
I live at _______________.
My phone number is _____________.
I have ________ sisters and ______ brothers.
I like to eat____________.
I help my mother by__________________.

This list may be extended to include trips the child has taken, places in town he has visited, pets he has, children he plays with at home, people who live with him in the house, name of his doctor, his parents' first names, etc.

The children love to "read" the inserted words and phrases going around the circle, and those who do not know their address, phone number, etc., gradually learn them and become aware that these are facts other children know and are important to them also. After they can fill in the facts fluently, they are ready to answer questions about themselves in complete sentences:

"What do you like to play with?"

"I like to play with cars and trains."
"How old are you?"
"I am ______ years old."

This page can be made more truly the child's own by having him draw a picture of himself and another of his family to keep with it, and by letting him fill out sentences describing them underneath, which again supplied the correct language patterns with which to answer questions and gives him a sense of identity and worth.

GAMES FOR STRENGTHENING PARTICULAR PATTERNS

Learning to Use "Would" In Everyday Speech

Materials: None

Procedure: The teacher asks many questions using "would" and has the child use it in the full answer:

"What would you like to eat, ________?" (drink, buy, play, read, have, draw, etc.)

The child always answers with the complete sentence:

"I would like to __________."

"What would you do if __________?" (you saw a lion coming; a bee flying; a house on fire, etc.)

Again, the child answers with:

"I would ___________."

The teacher starts the sentence and allows the children to complete it, going around the group, thus:

"If I were a fairy, I would ________." (Santa Claus, etc.)

Going around the circle again, the children express wishes by using the sentence:

"I would like _____________" (to go to the moon; to have a new dress; to be able to play all day, etc.)

Come-Came

Materials: A collection of various articles, a box to keep them in

Procedure: Assemble a collection of various articles in a box. Have the children sit in a circle around the box. One child is chosen to leave the room. While he is out, each child in the circle takes an article and hides it in his hand, pocket, under his shirt, or someplace about his person. If there are not enough articles for each child, some children pretend they have hidden articles. The child outside is called in and stands before someone in the circle. That person says, "What have you come to get?" The guesser replies, "I have come to get the ________," naming one of the objects named, he says, "You came to the right person."
If he doesn't have it, he says, "You came to the wrong person." Give the guesser three chances to locate the object he named.

It Was I

Materials: Chalkboard

Procedure: While someone is out of the room, a picture is drawn on the chalkboard. The person returns and says, "Jane, was it you who drew the picture?" Jane answers, "It was I," or, "It was not I."

See-Saw, Have Seen

Materials: None

Procedure: Have the class pretend they have visited a toy store, farm, zoo, or have taken a walk around the school building. Have each child relate what he saw, saying, "I saw a drum", "I saw a doll", etc.

From some list or category, some child (It) and the teacher pretend they have just seen one item on the list. Members of the class try to guess what they have seen by each of them saying, "I have seen a ________." "It" asks different pupils to make such statements (always using have seen) until someone says he has seen the same item "IT" had seen.

For children with less experience in abstracting, use large pictures with some detail. Go around the group while children say, "I see________." Then turn the picture over. Ask, "What did you see?" The answer must begin, "I saw.........

I Am ... I Am Not

Materials: None

Procedure: A child and the teacher pretend a child is an item or object of some category. Other children guess what he is.

Q. Are you a dog? A. I am not a dog.
Q. Are you a cat? A. Yes, I am a cat.

One variation is to have a child say, "I am thinking of a color."

Q. Are you thinking of yellow?
A. I am not thinking of yellow.

Q. Are you thinking of red?
A. I am thinking of red.

The teacher may divide the class into two. One half is the question side, the other the answer side.

I Have ... I Do Not Have

Materials: Commercial game or cards personally constructed from oaktag using various shapes, colors, numbers, or animals for motifs. Have a pair of each design.

Procedure: Pass a few cards to each player. Put others face down on the table. The object is to collect all the cards that are the same.

Pattern: "John, may I have a bunny?"

"No, I do not have a bunny" or "Yes, I have a bunny," or "I do not have any bunnies."

If the child is not successful in collecting the card he wants, he takes one from the pile and the turn passes on. The winner is the first one to pair all his cards.

In this game listening supervision is necessary to insure that the proper patterns are being reinforced.

MUSICAL ACTIVITIES

Days in the Week

Materials: None

Procedure: Sing to the tune of London Bridge:

"Seven days are in the week, in the week, in the week;
Seven days are in the week,
Listen to them."

Chant: Sunday, Monday, Tuesday, etc.

Greeting Song

Good morning, good morning, good morning to you,
Good morning, dear children, oh how do you do?

Good morning, good morning, good morning to you,
Good morning, dear teacher, oh, how do you do?

This may be sung in many variations, including "Good Evening", "Good-Bye", "Hello There", at the appropriate times of the day.

Over in the Meadow

Materials: None are necessary but a copy of a book with its illustrations would add fun and color.

Procedure: This traditional rhyme with its ten verses can be recited or sung. A tune is included in the book listed under "Materials." The words also fit the "Three Little Fishes" tune. The verses are set up to include a singular and plural of each animal's name as well as a present and past tense of a verb for each verse. The teacher and children can make up other verses to give practice with particular plurals or verb forms. This is the pattern:

"Over in the forest in a nest in a tree
Lived an old mother squirrel and her
little squirrels three.
'Climb', said the mother,
'We climb', said the three.
So they climbed and they climbed
All over the tree."

Singulars - Plurals

Materials: None

Procedure: Use the tune of these lines: "Up on the house top, click, click, click,
Down through the chimney came good Saint Nick."

Teacher sings: "Cow(s) in the meadow,
moo, moo, moo,
"Cow(s) in the meadow,
moo, moo, moo."

If the children hear the name of one animal they hold up one finger. If they hear the name of more than one, they hold up all ten fingers. Repeat with children singing.

After the game is well learned, use irregular plurals as sheep, deer, geese, mice, etc.

LANGUAGE MASTER

Use of the Language Master

Materials: Language Master and blank cards

Procedure: Clip onto card a picture representing a situation in which a particular response would be appropriate. Record response on card.

	Picture	Response
e.g.	Child receiving a gift:	"Thank you."
	Child with a teacher:	"I don't have a crayon."
	Child holding a sack:	"I brought something for 'Show and Tell.

Encourage the child to repeat the response. If the response is short enough, it should be put on the card also so he can hear himself saying it. The Language Master is good for working on the responses that are particularly bothersome to one child or a few, without involving the whole group.

TAPE RECORDER

Use of the Tape Recorder

Materials: Tape recorder and tapes of classic children's tales - either obtained commercially or prepared by teacher

Procedure: A large or small group (perhaps with head sets) can listen to the story. On subsequent hearings the children will listen for and repeat with the narrator the repetitive patterns.. e.g. In the Little Red Hen, "Not I"....."Then I will."

Three Bears..."This is too hot."
"Someone has tasted my porridge," etc., etc.

CLASS ROUTINES

The best devices for developing good language patterns are not devices at all but natural exposure to and practice of good language in natural situations.

Remember these: Greet the children individually as they arrive and when they leave, if possible. Encourage them to respond in the same manner.

"Good morning, Debbie." "My you look happy today!"

"Good-by, John." "Have fun with your brother this afternoon."

Lead the children to verbalize their needs and the niceties of living together.

"Thank you for the cookie."

"May I please hear a story?"

"Will you tie my shoe, please?"

A good inducement to proper language is the ignoring by the teacher of sign language, grunts, tugs, pointing, etc.

Asking for Things

Materials: None

Procedure: The teacher may say: "Let's see how many ways we can think of for asking for things. Who can ask me for something?"

The child may say: "Please give me some candy."

The teacher asks if someone knows another way of asking for candy, and may get:

"Please, may I have some candy?", or,
"Won't you please give me some candy?", or,
"I would like some candy please.", or,
"I wonder if I may (usually corrected from 'can') have some candy", or,
"Candy, please!"

Attendance

Materials: None

Procedure: Use the daily, natural occasion of roll taking for practice of common language patterns that need reinforcing.

Examples: Thank you, Ernest.
You're welcome, Miss Jones.

How are you, Susie?
I'm fine, thank you, Miss Jones.

I like your shirt, Bobby.
Thank you, Miss Jones.

Excuse me, Diane.
You're excused, Miss Jones.

QUICKIES

Tell Me

(An alternative pattern for ain't)

Materials: Objects in classroom

Procedure: Leader: "Show me a book."
Child: "This is a book."

Leader: "Show me something that is not a book."
Child: "This chair is not a book."

Leader: "Tell me something that is not a pencil."
Child: "The hamster is not a pencil."

COMMERCIAL MATERIALS

Books:

Bereiter, Carl and Engelmann, Siegfried: Teaching Disadvantaged Children in the Pre-School; Prentice-Hall.

Children's Books

Langstaff, John: Over in the Meadow; Harcourt, Brace.

Leaf, Munro: Manners Can Be Fun

Classroom Aids

Matteoni, Louise: Readiness Program and Photographs for a Readiness Program; Banks Street College of Education.

Peabody Language Development Kit, #1; American Guidance Service.

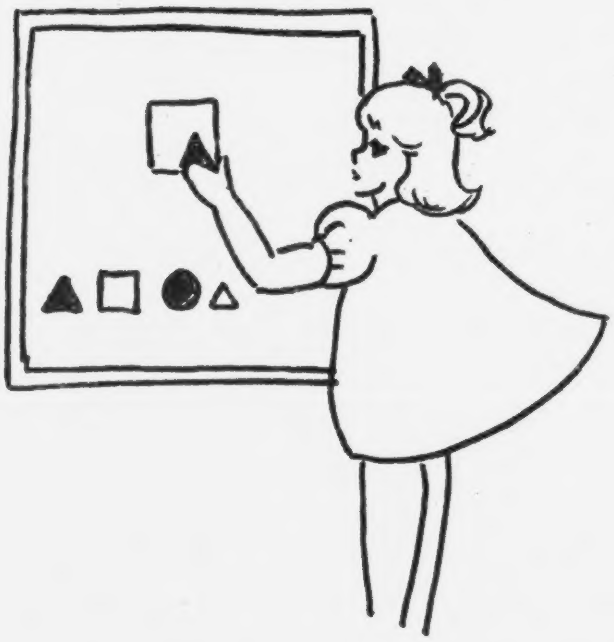
Slingerland, Beth: Training in Some Prerequisites for Beginning Reading and Photographs to Accompany Training in Some Prerequisites for Beginning Reading; Educators Publishing Service.

Tape Recorder and Language Master.

Records

Peabody Language Development Kit, Level P, Songs for Language Development, #5 and #6; American Guidance Service.

ACTIVITIES EMPHASIZING EXPRESSING IDEAS ACCURATELY



Introduction

Children need much help in refining their descriptions of objects and actions, and in improving their ability to compare, contrast, categorize, and describe selectively. The comparative and superlative forms of adjectives and adverbs must be learned and their use in the child's everyday speech rendered automatic. As he becomes more precise in his descriptive language, his capacity for logical thinking is also increased.

Accurate verbal expression is part of all language teaching and hardly needs a special section of activities, but the following pages will point up for the teacher how to stress accuracy in all phases of language.

On the following page is a Class Activities Inventory sheet for Language Skills. Then some special suggestions for the basic concepts to be taught a child who is very weak in standard English are presented.

Class Activities Inventory[1]

Language Development

	AGE									
Plurals	3									
First and Last Name	3½									
Understands Cold, Tired, hungry	4									
Comprehends Three Prepositions	4½									
Recognizes Three Colors	5									
Opposite Analogies, 2 out of 3	5½									
Defines Words	6									
Composition of Materials	6½									

Developmental Skills Booklet III, Activities for Building Concepts of Logical Thinking contains an activity inventory sheet that also has many language components.

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[1] Adapted from: Frankenburg and Dodds: "The Denver Developmental Screening Test", Journal of Pediatrics, Vol.71, No.2, August 1967.

Structured Language Program

For the child whose standard English is quite deficient for his age, a very structured program might be considered. Dr. Bereiter, University of Illinois, feels the following topics should be included in a language program for pre-school children with a weak language background.

1. Ability to use affirmative and "not" statements.

   "This is a ball. It is not a book."

2. Ability to handle polar opposites in four concept pairs.

   big-little
   up-down
   fat-skinny
   long-short

   "If it is not__________, it must be__________."

3. Ability to use these prepositions describing arrangements of objects.

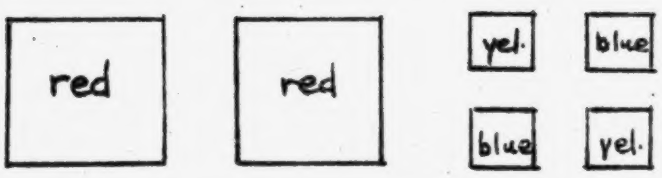
   on
   in
   under
   over
   between

4. Ability to handle positives and negatives in four classes, as furniture, farm animals, tools, etc.

   "Tell me something that is a tool."
   "A hammer is a tool."

   "Tell me something that is not a tool."
   "A cow is not a tool.

5. Logical thinking.


red
red
yel.
blue
blue
yel.

a. If - then

If a square is big, then it is red.

b. "not" in deductions

If a square is little, it is not red.

c. "or" in deductions

"If a square is little it is blue or yellow."

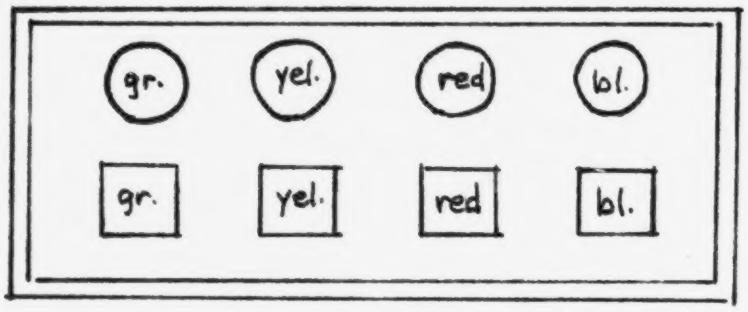
PROMOTING ACCURACY THROUGH COLOR, SIZE, SHAPE

Felt Board Game

Materials: Flannel board, geometric figures ( ) of felt in two sizes and three to six colors, depending on level of children.

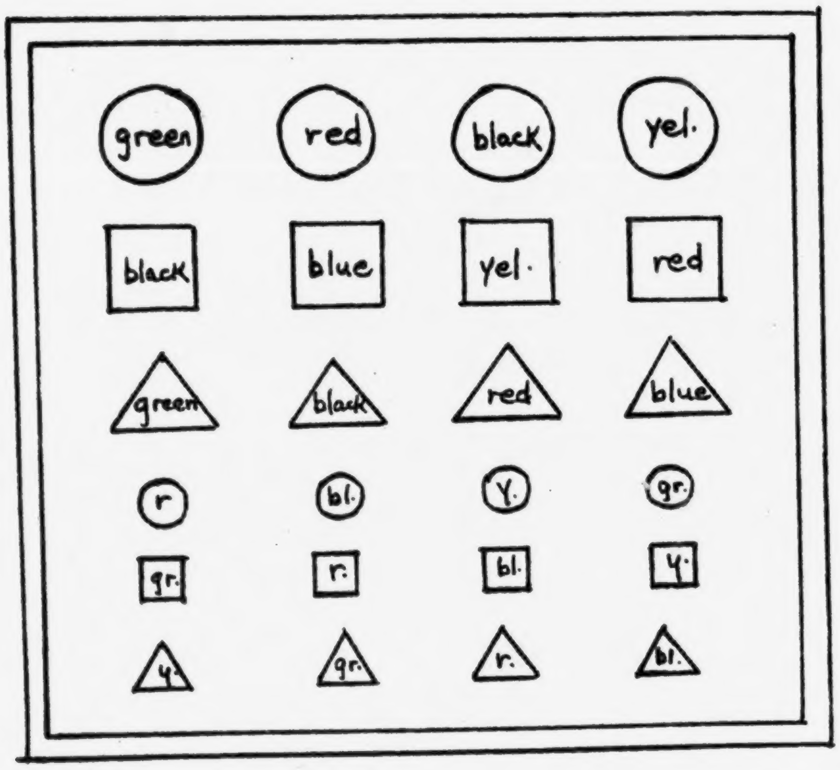
Procedure: Spread out all the large circles and have children identify them by colors. Repeat with large squares. Then the teacher gives directions. (Later the children can act as leader.)

Example: Put the red circle under the blue square.
Pick up all the yellow figures.
Put the green square next to the green circle.



To increase complexity, add the set of triangles. Later use the small sets of figures too.

Example: Put the little green triangle over the big black circle.
Pick up all the red figures with four corners.


green
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bl.
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gr.
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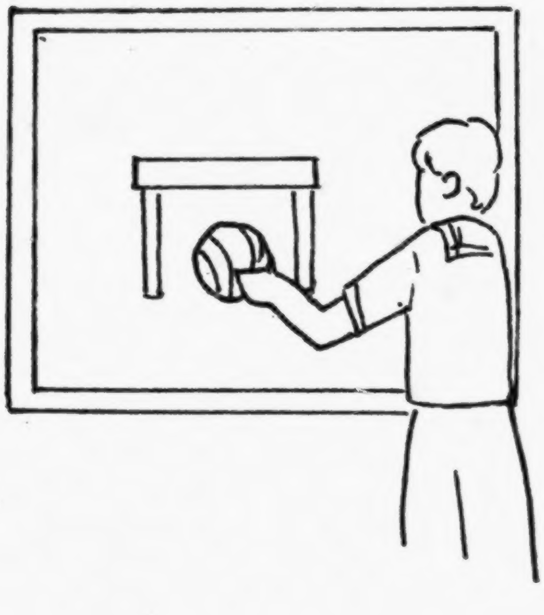
bl.
y.
y.
gr.
r.
bl.

Variations: Individual sets of this game can be made by taping dark colored flannel around cardboard pieces (12" x 14") and using geometric figures cut from felt or blotter paper.

For children who are not yet ready to work with color words and shape names, some of the same concepts of prepositions can be used by having felt figures of a table, balls, house, animals, etc.

Example: Put the big ball under the table. Put the dog beside the house.



PROMOTING ACCURACY THROUGH GUESSING GAMES

Guessing Pictures

Materials: A variety of pictures

Procedure: The children sit in a circle and the teacher gives each one a picture, face down. She asks each one (after they have looked at their pictures), "What is yours a picture of?" The child replies without naming the object, but describing it by its general category, its function, its location, its characteristics, etc., as :

"It is a picture of something that:

Is alive
Is a fruit
Grows on a tree
Has seeds inside
Is red, and you eat it."

By asking additional questions, the other children guess what the picture represents, and the child who names it correctly gets the picture. The child who has the most pictures at the end of the game is winner. The teacher limits the possibilities by the pictures she gives out (all animals, for instance) or not, according to the ability of the group.

Acting Out a Word

Materials: None

Procedure: A small group of children gather in a circle with a child in the center. This child says he is thinking of a word that either has sound, color, shape, action or smell. Each child takes a turn asking a question about the word. No one must give the answer until all have asked a question. Then, guessing the right word can begin. The one who gives the right word is the next child in the circle to have a word.

The word should be whispered to the teacher before the game begins so that she can guide the child.

Mystery Box

Materials: Large box, a variety of items, such as cotton, buttons, scraps of material, yarn, old jewelry, feathers, leather, aluminum foil, shredded paper, screws, wire, or just anything which children can paste on, shape, twist, or use in creative activities.

or

Use school room items as crayon, pencil, chalk, paper clip, counting disc, counting block.

or

Use items from the play house as fork, spoon, plate, funnel, pitcher, cup, clothespin, etc.

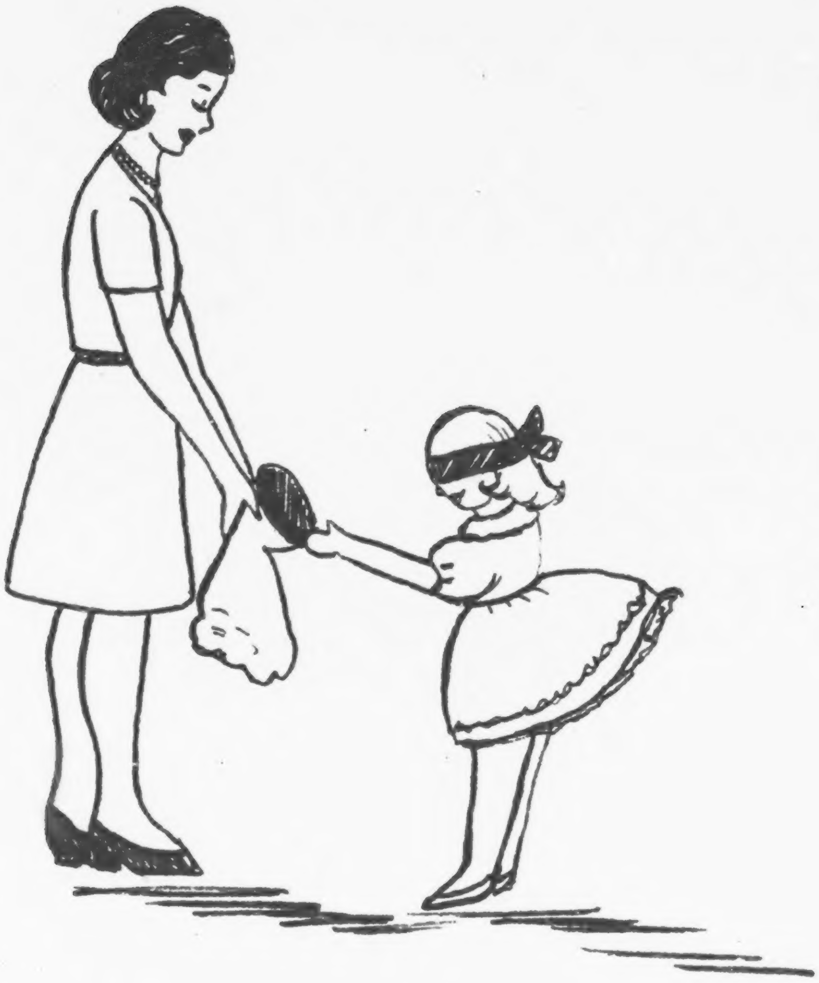
Procedure: For a directed experience, blindfold a child and have him pull something out of the box. He must ask the group from 3 to 5 questions concerning the object. Questions must be those which can be answered with "yes" or "no". He names the object after the questioning.

Variations: Later in the year, the game can be changed. After the child guesses what he pulled out, he can find other objects in the room with the same beginning sound and show them to the class.

Display all the items to all the children before the game starts. Put them in an opaque bag and one child reaches in and feels an object he can identify by touch. He describes object until others have enough clues to make the correct guess.

Have a child, not blindfolded, choose an item from box or bag. Have him pretend he must describe it to someone who is:

- a. blind
- b. has never seen one before.



PROMOTING ACCURACY IN COMPARISON

Which One Is It?

Materials: Pictures, dolls, figurines

Procedure: Two children of different sex stand next to each other, and the children are to tell which one of them the teacher (and later another child) is describing. Of course they are not told whether the child being described is a boy or girl, but must guess this from the description itself. The following variations introduce greater difficulty and sophistication into the descriptions:

Two children of the same sex
Two children of similar appearance
Several children of same or different sex, size, age, etc.

Example: "Which child is taller than the other, and has on a blue skirt?"
"Which one has brown, curly hair and is wearing pink socks today?"
"Which child is shorter than two others in the line, but taller than one other?"

Pictures, dolls, figurines,etc., may be used instead of children, and here adjectives which would not be appropriate in describing the children could be used, such as:

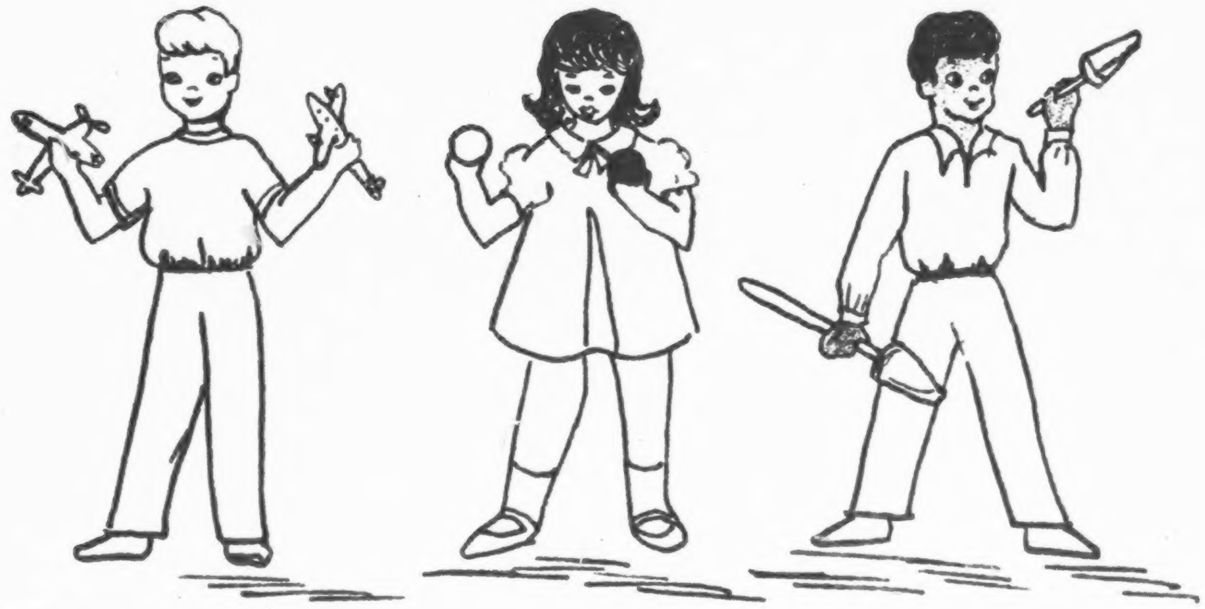
"ugly, uglier, ugliest
fat, fatter, fattest
pretty, prettier, prettiest

handsome, handsomer, handsomest
plump, plumper, plumpest
thin, thinner, thinnest," etc.

Mounted pictures may be used to great advantage in this type of exercise, introducing birds, leaves, flowers, geometric shapes (different colors, sizes), animals, furniture, faces, houses, trees, etc.

Which One Would You Rather Have?

Materials: Pencils, crayons, books, toy cars, boats, airplanes, dolls, or other similar objects, which vary in size, attractiveness, popularity with the children, interest, excellence, etc.



Procedure: Children have difficulty making even simple choices and even more difficulty putting into words their reasons for making their choices. An excellent exercise for accurate expression in this area is to present each child in a row or circle with two or more pencils, cars, dolls, etc. and have them choose one, using the expression, "I would rather have this______ than that ______ because this one is ______er than that one",

or,

in the case of more than two, "I would rather have this ______ than those, because this ________ is the ______est."

PROMOTING ACCURACY THROUGH DESCRIPTION

Lost Child Game

Materials: None

Procedure: A child is chosen to represent Mother or Father, and another to represent the Police Captain at the Station.

They pretend that a child is missing. Mother calls the police station to report that her child is missing. The Policeman gets a description from Mother/Father. He/she goes around the circle looking for lost child. If time is short, the description may be limited.

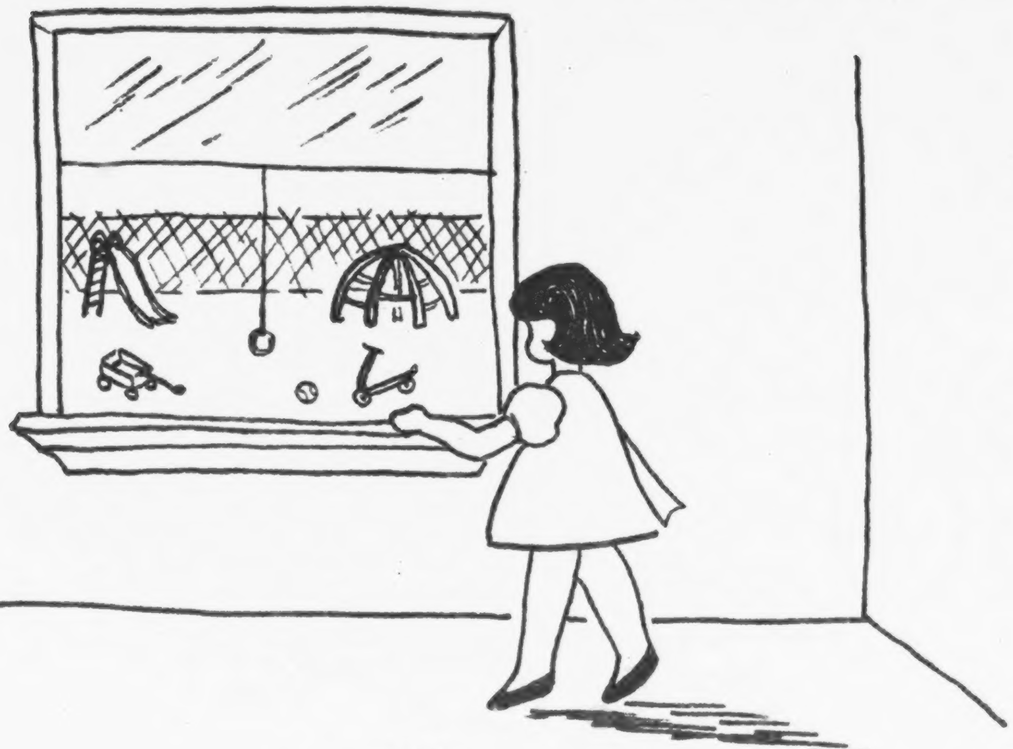
What Do You See From the Window?

Materials: None

Procedure: A child may be sent to look out of the window and report back to the group, or add a description to the one preceding child named. If the children are divided into teams to see which team can go on the longest, zest is added to the game.

Variations: All kinds of variations can be added to this game, such as:

What can you see in the closet?
What can you see on the science table?
What can you find in the "surprise box"?
What could you do with a kite?



A

The more limited the uses of an object (as in the last example), the more language stretchers the children have to find in order to keep the game going, and in this case adverbial phrases will have to be supplied:

> "I could fly it: high, with a long string, into the sky, above the trees, over the roof-top, over the telephone wires, out on the street, in Forest Park, on the hillside, in my back yard, etc."

Show and Tell

Materials: Items children bring from home

Procedure: At show and tell time establish a pattern of description about the item. This would include as a minimum the name, use, colors. The descriptions should be more detailed and sophisticated as the year progresses.

MUSICAL ACTIVITIES

Matching Words and Actions

Many of the songs traditionally used in early education groups are very good in providing practice in matching words with appropriate gestures, body parts, and actions. A few examples only are given here:

- Itsy-Bitsy Spider
- Put Your Finger in the Air
- This Old Man
- Dry Bones

Accuracy of Self-Image

Materials: None

Procedure: Use the traditional song:

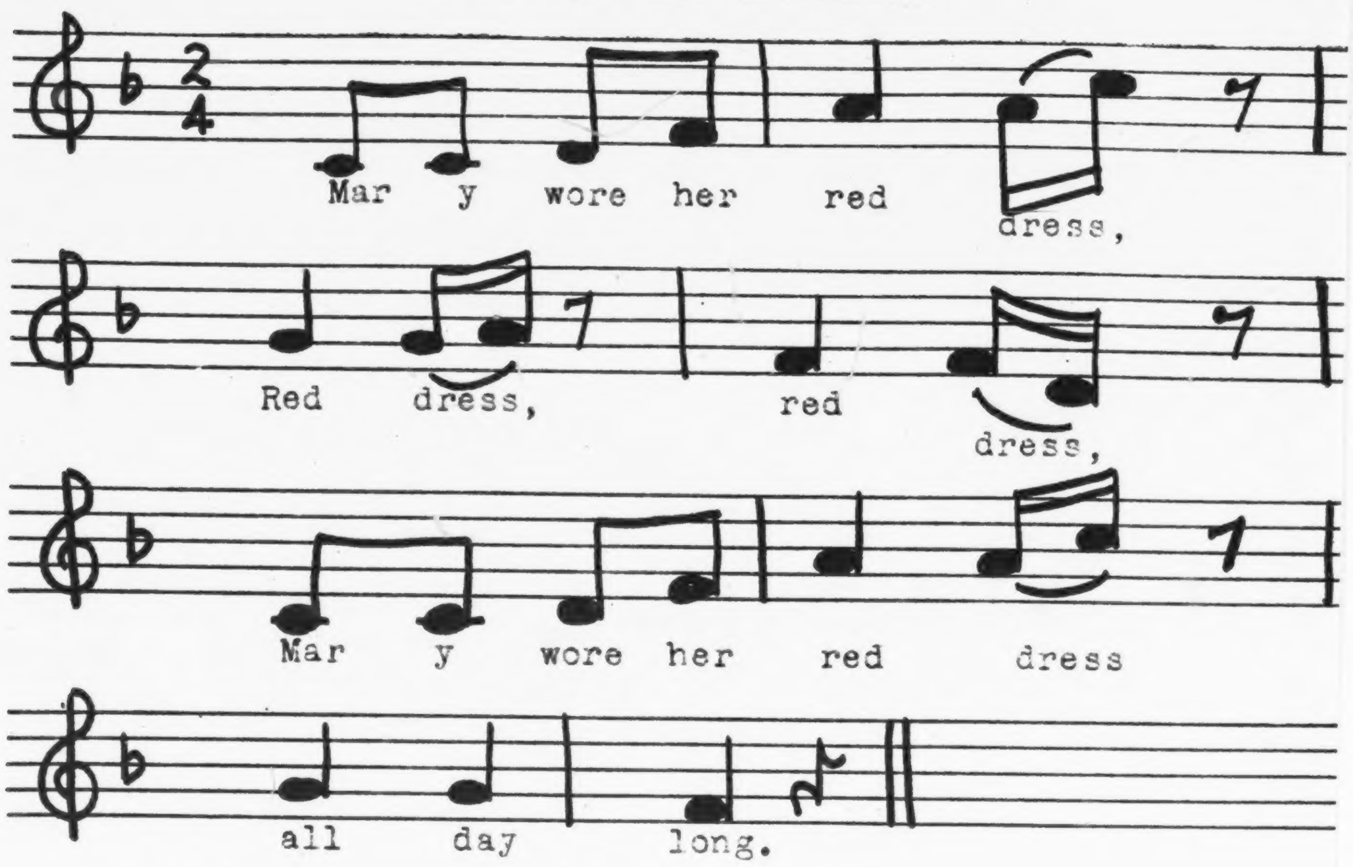
Mary's wearing a red dress, red dress,
  red dress,
Mary's wearing a red dress
All day long.

Substitute the word "Someone's" for "Mary's" and have the child (or children) stand when they recognize the description fits them.

Expand the descriptions beyond color to enlarge vocabulary.

Samples: stripes, plaids, checks, short sleeves
long sleeves, no sleeves
tie shoes, buckle shoes
pony tail, crew cut, blonde hair, black hair, pig tails, etc.

Mary Wore Her Red Dress

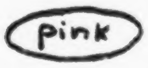
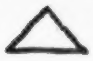
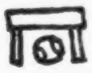

Mar y wore her red dress,
Red dress, red dress,
Mar y wore her red dress
all day long.

Seeger, Ruth: American Folk Songs for Children,
Doubleday and Co.

LANGUAGE MASTER

Language Master cards can be prepared to help to improve almost any area that needs pinpointing in accurate vocabulary.

Vocabulary

Card		Recording
Color		This color is pink.
Shape		This shape is a triangle.
Position		The ball is under the table.

Concepts in Unit Study

Card		Recording
Rosebud		A flower will come from the bud.
Fire hydrant		The firemen will get water from the hydrant.
Tiger		This tiger lives in the jungle.

To make more of a game of this drill have the pictures fastened to the Language Master cards by paper clips. Let the child listen to several cards in a set, as on animals. Then he removes the pictures and listens to each sentence. He matches appropriate picture with its sentence and replaces it on the card. The correct match should be penciled in by the teacher so she can check the answers without replaying each card.

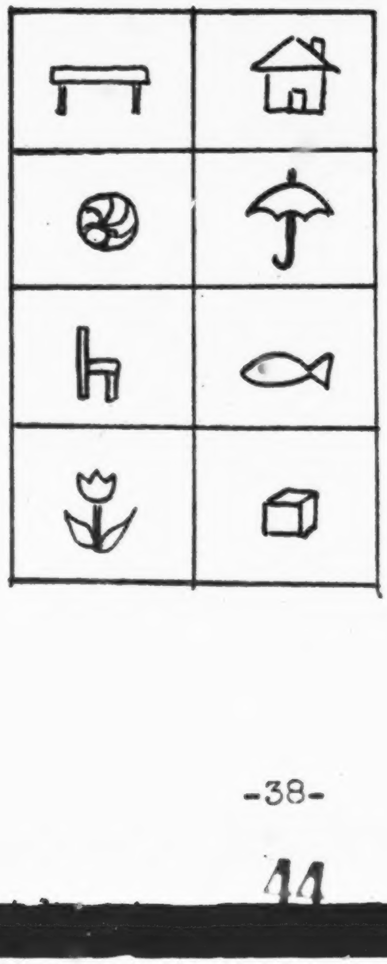
TAPE RECORDER

Tapes can be prepared by the teacher to be used by the class, or more probably by a few children with ear phones, with work sheets.

The tape would sound something like this:

> "See the table. Put your finger on the table. Find your red crayon. Pick up the red crayon. Make a red line under the table."
>
> "See the house. Put your finger on the house. Find your green crayon. Pick up your green crayon. Make a green line over the house."

Worksheet:



Other Suggestions:

biggest
smallest
geometric shapes

CLASS ROUTINE

Several games that promote accuracy of language in conducting the business of the school day concern the movement of children from one activity to another.

Examples:

Verbs: Will Table I children (hop, run, skip, jump, crawl, shuffle) to their chairs.

Adverbs: Will the boys walk (slowly, gaily, rapidly, quickly, clumsily, sadly, gracefully, quietly) to the doorway.

Adjectives: The girls with saddle shoes may be our leaders.

The boys with plaid shirts may get their resting mats.

QUICKIES

Pinpointing

Materials: None

Procedure: Ask a child to tell you where some object in the room may be found. He must give specific directions.

Example: Where are the pegboards?
"They are on the top shelf in front of the window by the piano."

To keep this a verbal activity, it may be necessary to ask the child to keep his hands in his pockets or clasped together.

Variation: After children are used to the procedure, an object may be hidden. The child who hides the object tries to give an explicit location so the object can be located immediately by someone who was out of the room when it was hidden.

Language Stretchers

Materials: None

Adjectives

Procedure: Start out with a simple sentence. Have the children add a new descriptive word to the noun, making four or five more sentences, as follows:

> "I saw a car. I saw a blue car. I saw a big blue car. I saw a big old blue car. I saw a battered-up big old blue car.

Synonyms

"What is another name for 'automobile'?"

Opposites

"What is opposite to 'fast'?"

Verbs

"How many ways can you move from here to the corner? Show me."
"How many ways can you go to New York?"

Prepositions

"Put the ball over, on, in, out, up, down,etc."

Adverbs

"How did the bird fly? Fast, swiftly, slowly, smoothly, etc."

Describing Feelings

"How did Cinderella feel when her sisters left to go to the ball?"
"How did Cinderella feel when she entered the ballroom?"

Describing the Weather

"How does the world look to you on a rainy day?"
"How does the world look to you on a bright, sunny day?"

Fluency

Materials: None

Procedure: Name a category and have a child or the group name as many things as he can that fit in the category. Keep a record and try to increase the length of the lists.

Suggestions:
Fruit
Kinds of dogs
Farm animals
Workers in uniform
Furniture

Word Race

Materials: None

Procedure: Have three children as "It."
Name an adjective and see which child can touch something in the room to which the adjective applies.
The winner stays in the game and two others are chosen to supplant the losers.

Sample Words:
Wooden
Rough
Slippery
Soft
Purple
Round
Rectangular
Hard

MATERIALS

Books

Seeger, Ruth: American Folk Songs for Children; Doubleday Inc.

Classroom Aids (Appleton-Century-Crofts)

Felt board and Felt geometric Figures.
Ginn Language Development Kit A.
Language Lotto: Objects
Action
More Action
Compound Sentences
Prepositions, Appleton, Century-Crofts.

Language Master; Bell and Howell.
Matrix Games; Appleton-Century-Crofts .
Mystery Bags; Locally assembled.
Peabody Language Development Kit #1; American Guidance Service.
Tape Recorder.

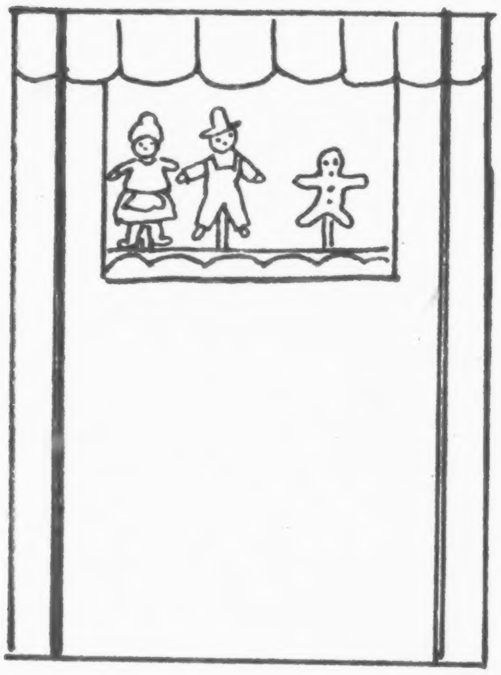
Records

Glazer, Tom: Put Your Finger in the Air; Columbia Records.

Young People's Records: Me, Myself, and I; Children's Record Guild.

Songs for Language Development (Peabody Language Development Kit, Level P): American Guidance Service.

Activities Expressing Ideas Creatively



Introduction

Creative expression is often enhanced through activities that challenge the child to tax his imagination and to reach for his ideas. These kinds of activities prevail upon the participant to concentrate on developing a theme to narrate or to act out. This type of concentration or involvement in story telling or play acting is designed more than any other category of activities to require the child to fully express himself, to escape his inhibitions, and to talk freely. Such activities are among the least structured and among the most popular with the children. The principal aim is to encourage speaking because only through speaking can speech and language development take place.

Moreover, creative expression type activities also have important residual benefits. They represent, excellent techniques to break barriers of shyness, stubborness, mistrust, and fear. Children are involved and participating before they realize it, and consequently are developing emotionally, as well as verbally.

This skill can be built up during every phase of the early childhood program, with the exception of rest time. Wonderful opportunities exist during discussion, playtime, games, creative experiences, trips, songs, films, refreshment time, story time, etc.

This interchange and spontaneous expression can be led into a more meaningful development through the skillful guidance of a teacher.

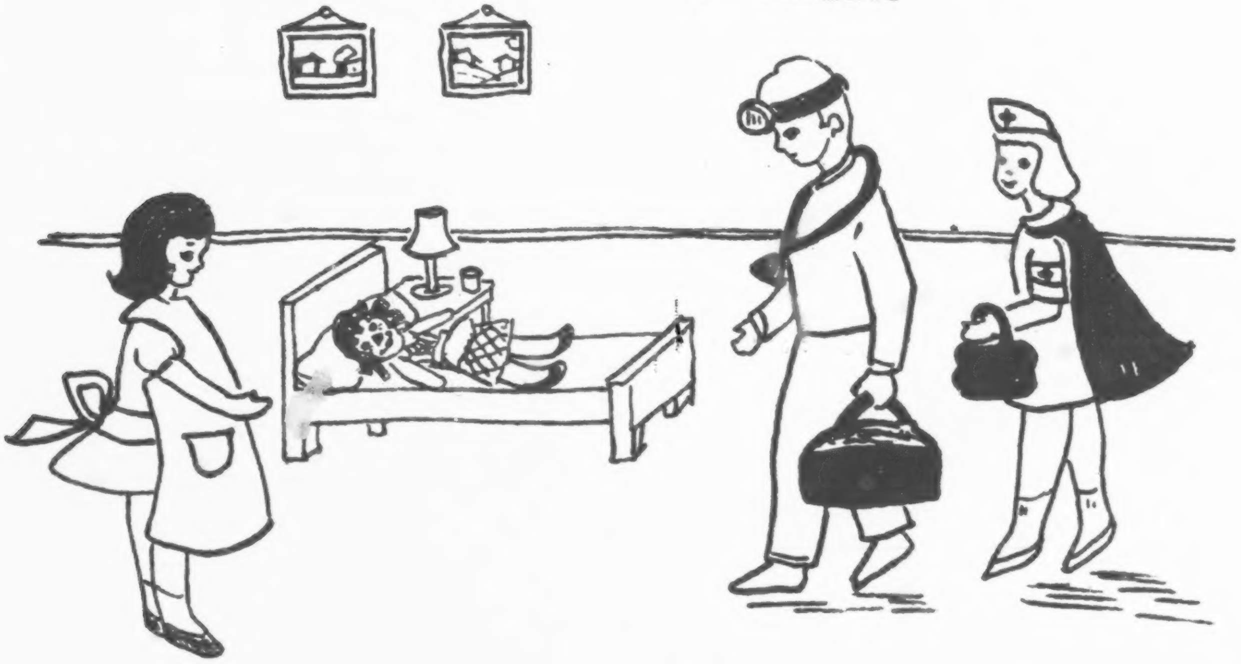
DRAMATIC PLAY

General Themes for Dramatic Play

1. Domestic
   a. playing house
   b. furnishing a house
   c. cooking
   d. eating
   e. taking care of babies
   f. being mother or father

2. Imitating animals and sounds they make

3. Imitating workers
   a. doctor
   b. dentist
   c. principal
   d. teacher
   e. store keeper
   f. office worker
   g. fireman
   h. truck driver
   i. builder



4. Travel and other activities concerned with transportation
    a. riding in an automobile, train or a bus
    b. putting gas or air in a car
    c. riding in an airplane
    d. sailing a boat
    e. space travel
    f. exploration (jungle, arctic, make-believe)

5. Punishing
    a. playing policeman
    b. gun play in general (cowboys and Indians, war, etc.)

6. Giving parties and having weddings

7. Historical events
    a. first Thanksgiving
    b. discovery of America

8. Playing the part of legendary characters
    a. Santa
    b. Snow White
    c. Bad Witch
    d. Goldilocks
    e. Red Riding Hood
    f. Jack on the Beanstalk
    g. Gingerbread Boy
    h. Giant
    i. Troll
    j. Cinderella
    k. Nursery Rhyme Children

9. Playing the part of story-book animals

    a. Three Bears
    b. Three Pigs
    c. Bad Wolf
    d. Chicken Little
    e. Little Red Hen
    f. Billy Goats

10. Pretending to be repairman or salesman of items you can collect in the room like broken clocks, old radios, etc.

11. Telephone or Walkie-Talkie situations
    a. chatting with grandmother
    b. inviting a friend over
    c. making an appointment
    d. placing an order at a department store
    e. calling for a tow truck
    f. police car calling headquarters
    g. pilot calling control tower

12. Expressive situations using body as well as words:
    driving a car
    brushing teeth
    making a bed
    sweeping
    riding a bicycle
    crying
    laughing
    giggling

The use of a few props, such as clothes from the dress-up corner or dishes from the playhouse, stimulate the creative output in any of the above situations.

Charades

Materials: None

Procedure: The class is divided into two groups. One group is sitting on the floor, and the other group act out something(which has been decided by the children with the help of the teacher.)

Audience says: "What's your name?"
Actors: "Susan Smith."

Audience: "Where from?"
Actors:"We're from ______________."

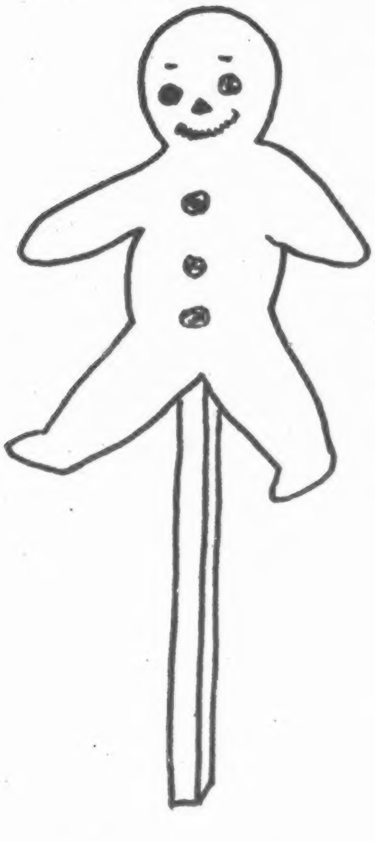
Audience: "Show us something if you're not afraid."

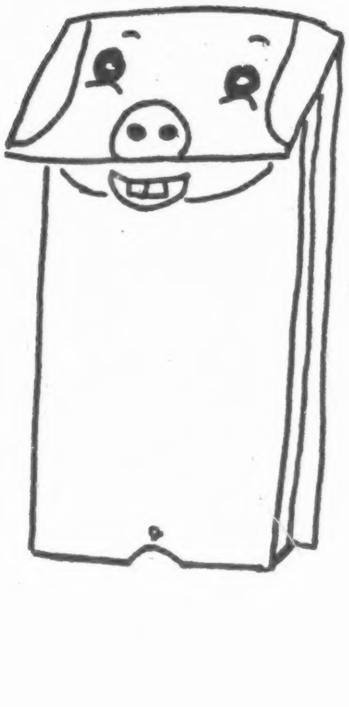
The actors pantomime a situation and the audience tries to guess it.

Puppetry

Materials: Paper, crayons, rulers or dowels.
or
Socks stuffed with newspaper, felt markers, yarn, cloth scraps, rulers or dowels.
or
Small paper bags, paper, paste, crayons

Procedure: Children make puppets to match the characters in a story they have heard. The easiest are figures cut from paper and fastened to a ruler or dowel rod for support and for a handle.





Paper bags are fun because the fold at the bottom makes a natural mouth that opens and closes with the action of fingers and thumb.

After the children are quite familiar with the story, and it has been decided which character each child will portray, encourage the children to ad-lib the dialogue.

They will need some direction and help. A readily available puppet stage can be improvised by hiding behind a turned over table with just the puppets showing. Some children find it easier to express themselves when they are thus hidden from their audience.

Some Suggested Stories:

Billy Goats Gruff
Gingerbread Boy
Chicken Little
Little Gray Pony

CREATIVE CONVERSATION TIME

1. Encourage the children to express their opinions and ideas about their own work, their pictures, any creative media.

2. Talk about feelings: sad, happy, cross, crying, tired, active, selfish, helpful, generous.

3. Talk about the child's own personal world:

   a. home and family
   b. pets
   c. friends
   d. trips
   e. likes and dislikes
   f. how he spends his time
   g. what he likes best on the weekend
   h. favorite foods
   i. what he would wish for
   j. favorite poems, songs, stories

4. What would you do if you were President of the United States?

5. What would happen if:

   a. you were lost
   b. you were rich
   c. you were very smart

6. Describe a place or object and let the children give their ideas of where or what it is.

7. Draw an object. Let the children guess what it might be.

8. Show pictures of equipment. Let the children speculate on what it is used for.

9. Let the children tell what is happening in an interesting picture.

10. Have the children tell how many ways to go to school.

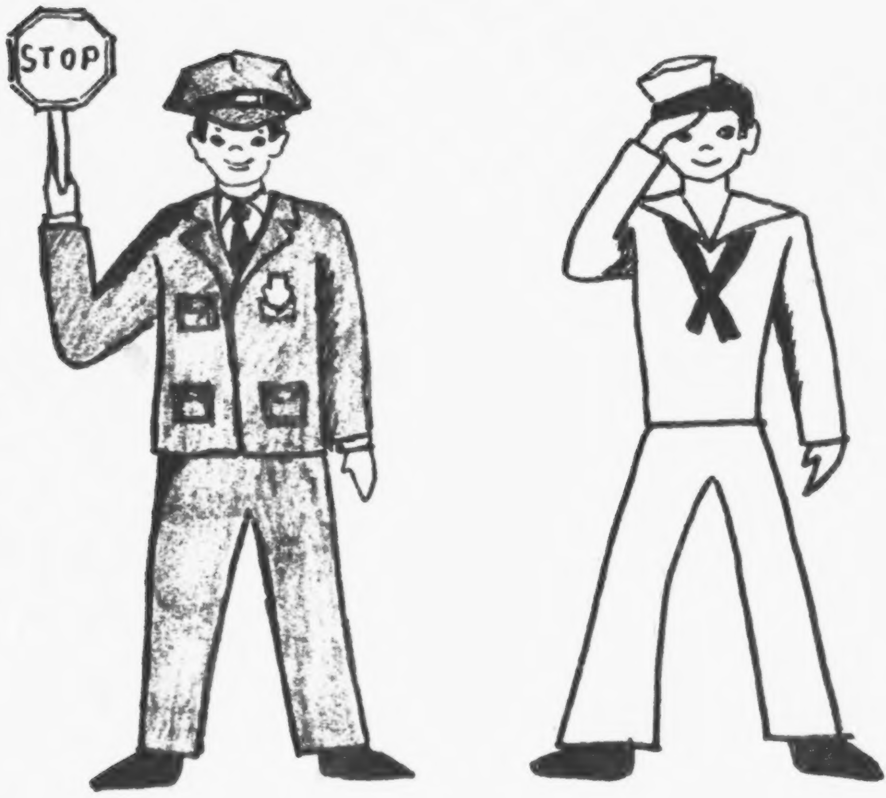
11. Let the children tell what they see in an abstract art.

12. Find alternate ways to say something, as big, worn out, he hurt himself.

13. Which one would you rather be:

a policeman or fireman?
a sailor or a soldier?
a teacher or a secretary?
a cowboy or an engineer?
a mother or a salesgirl?
a fish or a frog?
a cat or a dog?, etc.

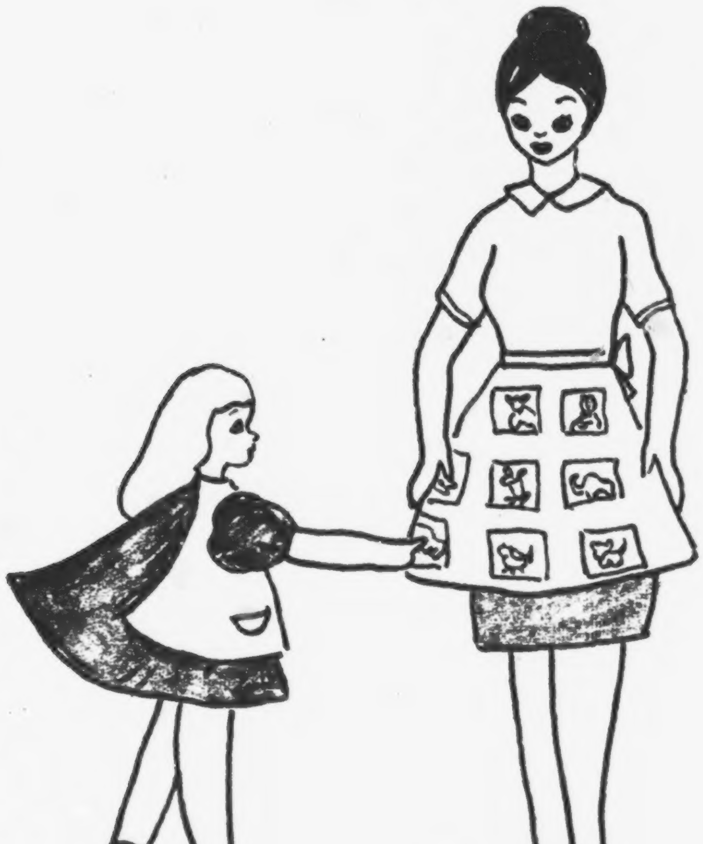
Tell Why?



CREATIVE STORYTIME

Pocket Categories

Materials: Apply a number of pockets to an old apron and attach pictures of story characters to the front of each pocket.



Procedure: Let the child pick the story he would like to hear, or the story he would like to tell or act out. The following categories (taken from the Nebraska Curriculum) might be used:

1. Folk: Chicken Little
2. Fanciful: Curious George
3. Animal: Babar
4. Adventure: Wait for William
5. Myth: Androcles and the Lion
6. Fable: The Boy Who Cried Wolf
7. Mother Goose: Mother Goose
8. Personification and Machines: Mike Mulligan
9. Biography: Abraham Lincoln

New Endings

Materials: None

Procedure: The teacher may begin a story, and at the most exciting point break off and ask the children to continue the story.

Example: "Mary and Johnny were taking a walk in the woods one lovely spring morning. They wanted to see if the trees and flowers were in bloom. As they were walking along the road, they saw many pretty birds, and some squirrels scurrying about. Soon it began to rain. The thunder and lightening were rather frightening to the two children, so they hurried to get through the woods. All of a sudden they heard...."

The teacher then says: "Steve, would you continue the story?"

Word Pictures

Materials: None

Procedure: Read various poems about the wind, sleet, snow, seasons, etc. Talk about the descriptive words. Pick them out. Use them again to describe something else.

Flannel Board Story

Materials: Commercial made cutouts or some can be made from felt.

Procedure: Favorite stories can be told, or let the children make up their own stories, as they move the flannel cutouts on the flannel board.

Talking Contest

Materials: None

Procedure: Have two children for partners. A subject is given them. One child starts the conversation with a statement. His partner may respond. The first may continue to talk on the same subject or idea. The one who fails to add something apropos, loses the game.

CREATIVE USE OF FIELD TRIPS AND CLASS EXPERIENCES

Singing and Painting Follow-Up

Materials: Easel, paint, brushes.

Procedure: After a trip or special experience, like baking, the children come together for discussion and singing. It is fun to start the discussion by singing a little song.

(This song could be used on the bus en-route back to school.)

Tune: Farmer in the Dell

"What did you see?
What did you see?
Hi, ho, the dario
What did Emily see?"

Emily answers: An elephant!

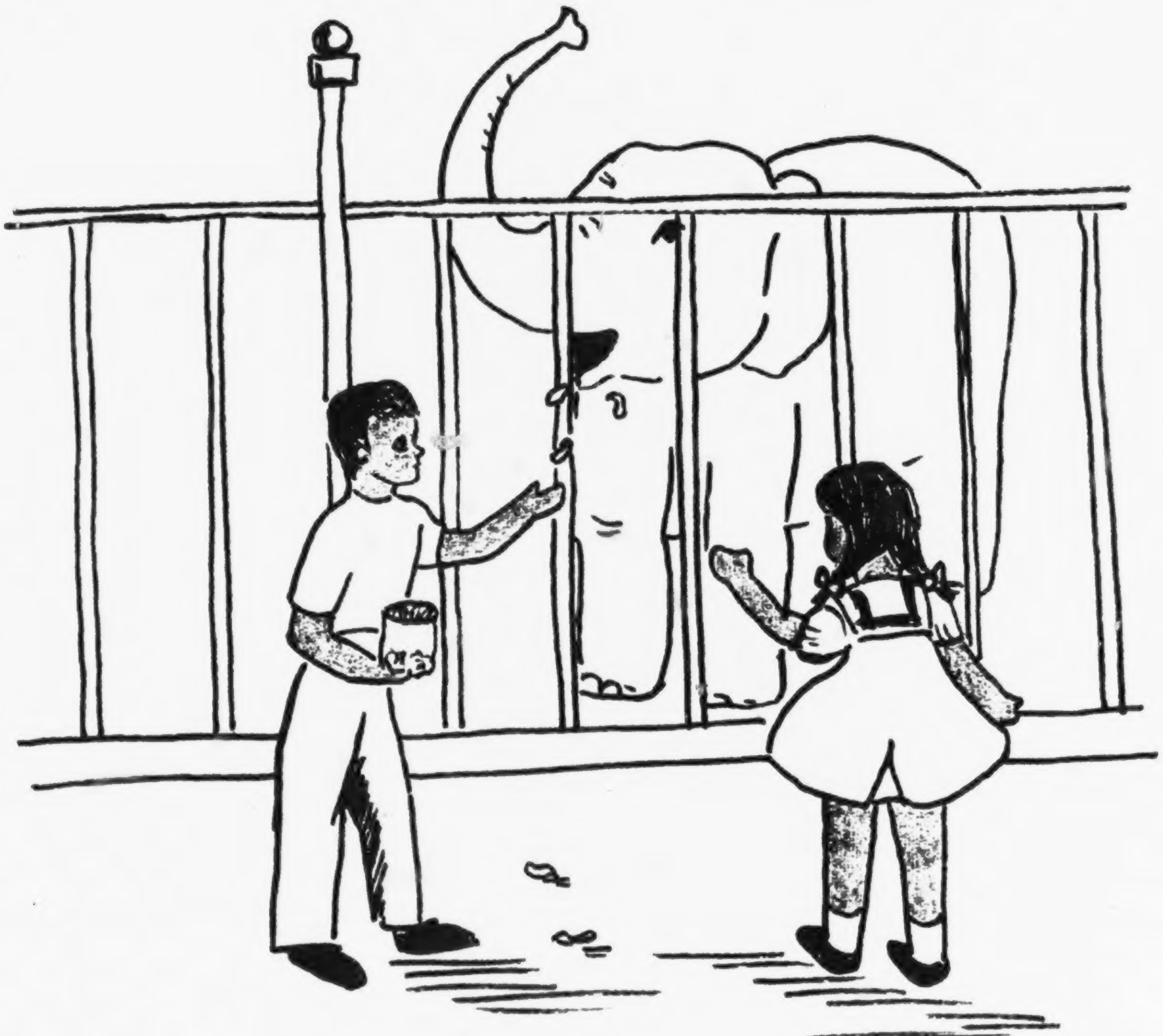
Continue singing:

"We saw an elephant;
We saw an elephant;
Hi, ho, the dario
We saw an elephant!"

The children sing an elephant song and discuss things they observed about this animal. The teacher then chooses a child to hide behind the easel and paint something he saw while further singing and discussion continue about other

animals seen at the zoo.
Other sensory experiences can be discussed by singing,

"What did we hear?"
"What did we feel?"
"What did we smell?"
"Whom did we meet?"

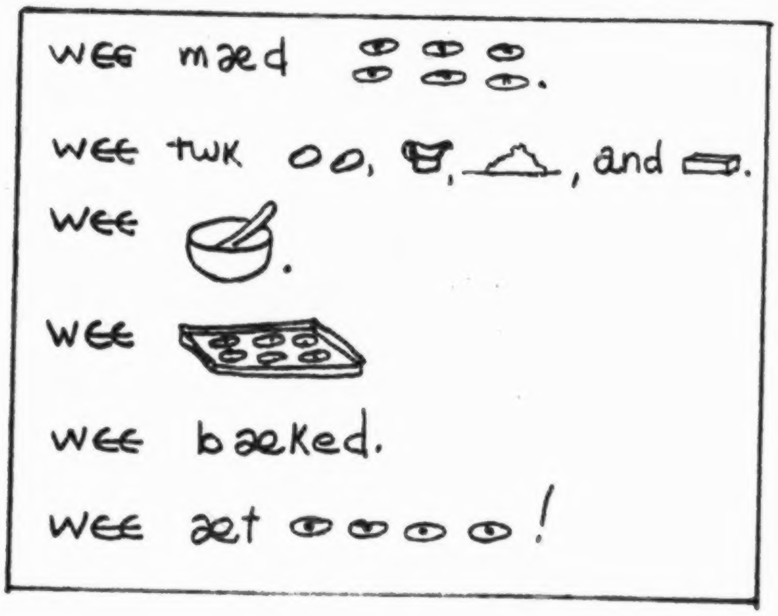


When the child who has been painting has finished, he brings his picture before the group and the children guess what it was he saw. Different children take turns hiding and painting things they saw on the trip while the group discussion continues. The singing and painting stimulate the most timid to add some contributions to the discussion.

A Chart Follow-up

Materials: Large paper, felt markers

Procedure: As the class reviews together a special experience or trip, write down their comments on a chart using as many pictures and line drawings as possible.



The children like to see their comments on paper and try to "read" their own story.

A Tape Follow-up

(See section following on Creative Use of the Tape Recorder.)

Letter Follow-up

Materials:	Paper, crayons, pencils
Procedure:	If a guide was involved in a field trip, prepare a letter from the children to be sent to her thanking her for her efforts.
Example:	Dear Mrs. Stuart,

The children in our room had such a good trip to the grocery. Karla remembers the way the scales worked. Bob liked the frozen food section. How cold it was! Suzy says she saw her first asparagus, etc., etc.

Read the finished letter back to the children. They enjoy hearing their own names with the ideas they contributed. And to think their own ideas were written down and are really going to Mrs. Stuart to read!

A simple line drawing can be used by each child's contribution to help him find his part. It may be a sketch of his happy face of the item he talked about, as the scales.

CREATIVE LANGUAGE IN MUSICAL ACTIVITIES

Singing activities offer the easiest of all beginning places for the recognition and use of each child's creative offerings in language.

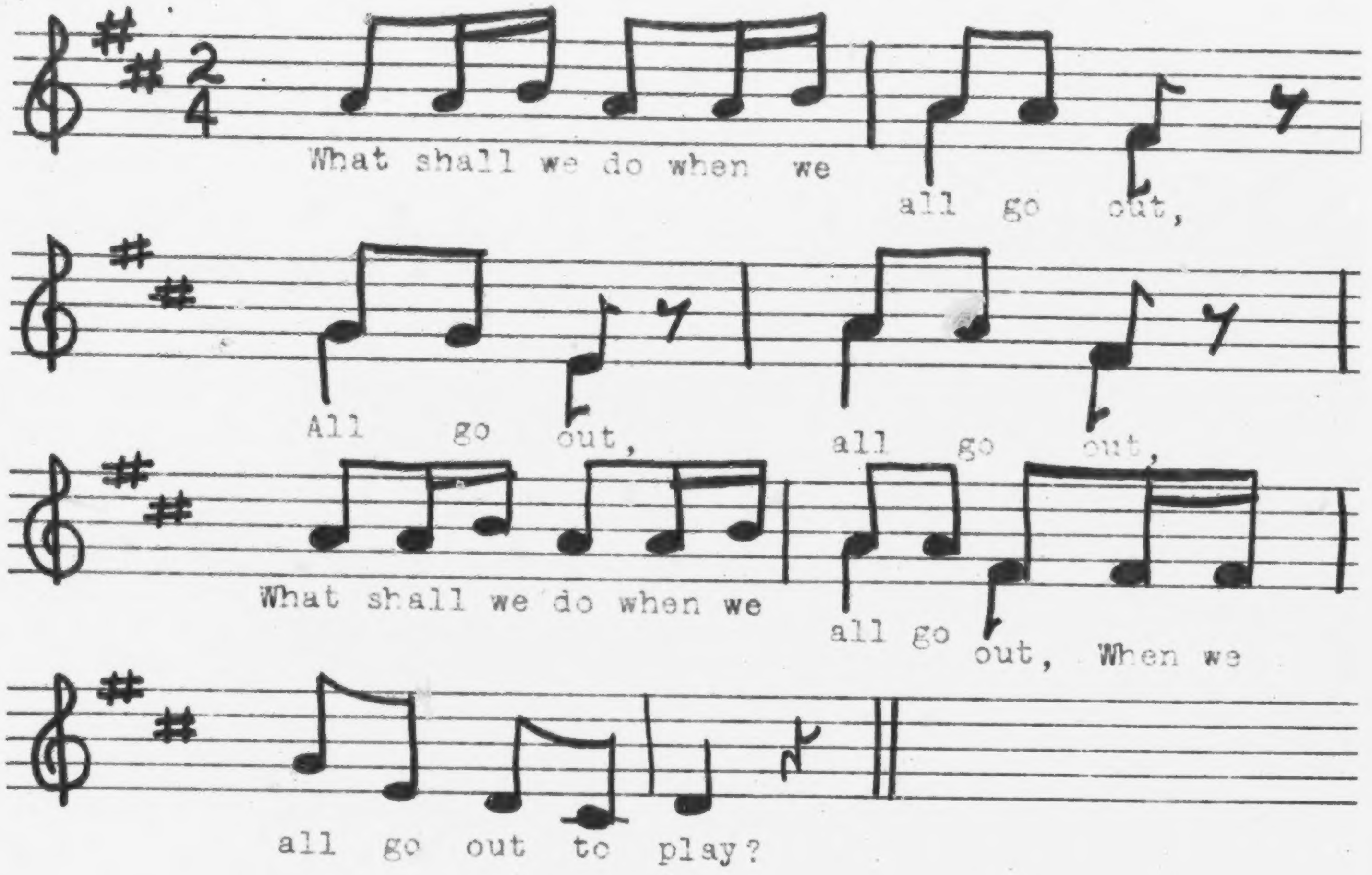
There are scores of songs, which are favorites, where certain lines are inserted by the child in each new verse. The children clamor for their ideas to be used and may even offer alternative ways of expressing the same idea so it will "fit" the music.

The following are examples of some of the scores that might be used:

1. What Shall We Do When We All Go Out?
2. I Like to Go Shopping With Mother.
3. Spring Is Coming.
4. In School, p. 3.
5. Shopping, p.22.
6. Chickens and Ducks, p.69.

The above examples can be found in the American Singer, Book I, or on the pages that follow.

WHAT SHALL WE DO WHEN WE ALL GO OUT?


2
4
What shall we do when we all go out,
All go out, all go out,
What shall we do when we all go out, When we
all go out to play?

2nd. Verse: We will ride our tricycles, tricycles,
tricycles,
We will ride our tricycles,
When we all go out to play.

(This tune also fits "I Like to Go Shopping With Mother.") (See words on following page.)

Seeger, Ruth: American Folk Songs for Children, Doubleday and Co.

I Like to Go Shopping with Mother

I like to go shopping with Mother,
With Mother, with Mother,
I like to go shopping with Mother
When she goes to the grocery store.

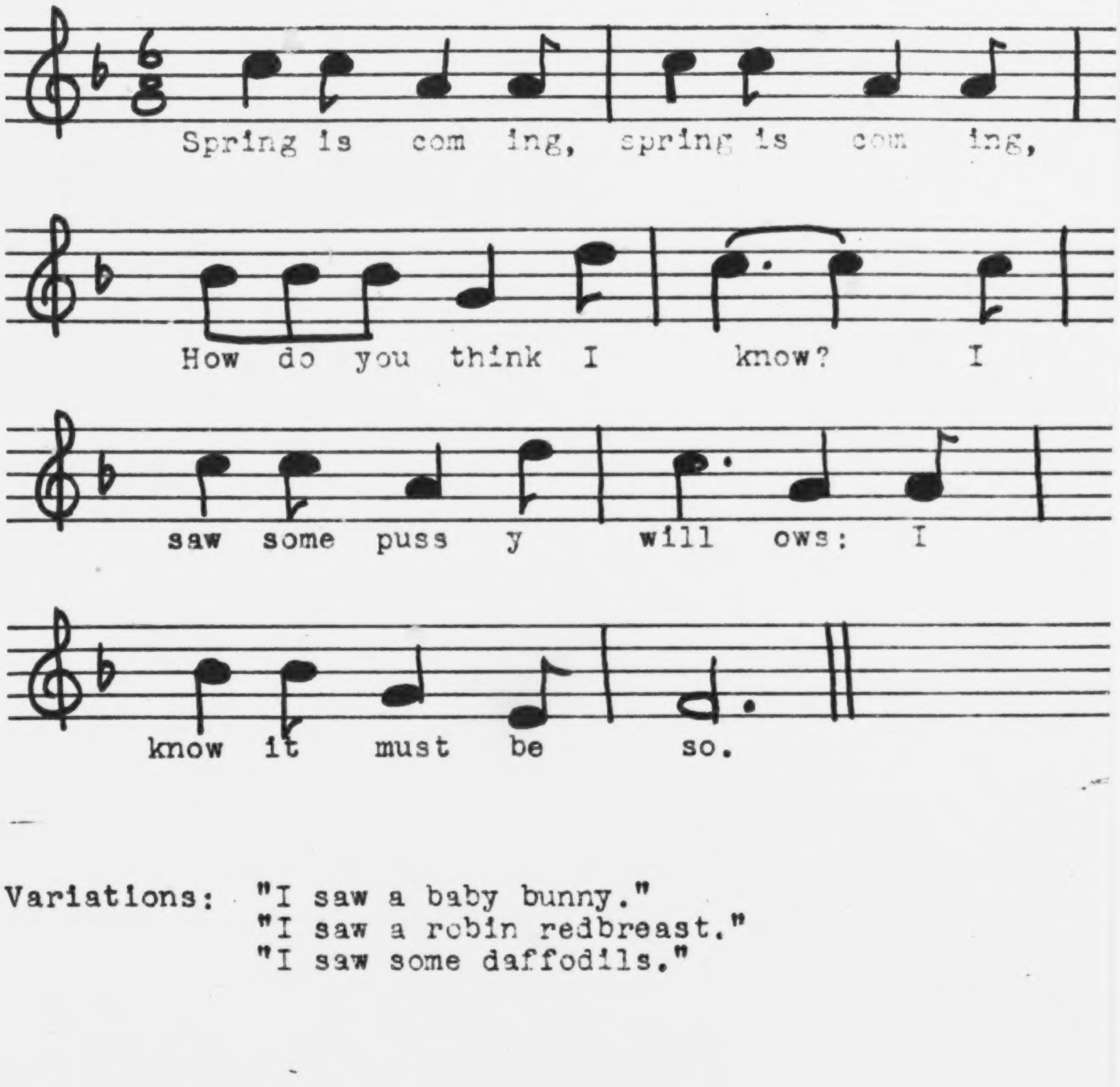
I like to buy apples and oranges
With Mother, with Mother,
I like to buy apples and oranges,
When we go to the grocery store.

I like to buy nuts and bolts
With Father, with Father,
I like to buy nuts and bolts,
When we go to the hardware store.

I like to buy ribbons and toothpaste
With Mother, with Mother,
I like to buy ribbons and toothpaste,
When we go to the ten cent store.

Children supply other improvisations with other items and kinds of stores.

SPRING IS COMING


Spring is com ing, spring is com ing,
How do you think I know? I
saw some puss y will ows: I
know it must be so.

Variations: "I saw a baby bunny."
"I saw a robin redbreast."
"I saw some daffodils."

'CREATIVE USE OF THE TAPE RECORDER

A Class Story

Materials:	Tape recorder, a large picture with lots of action or story material in it.
Procedure:	After talking about the picture, suggest the children make up a story about it.
Example:	" Who would like to begin the story?" (Set machine at "Record.)

After the first child says a sentence, teacher continues with, "And then what happened?"

Other children are called upon to build up the story. Finally the teacher says, "And who will end our story?"

After class the teacher can write down the story after taking out her own comments. Then she can read it to the children the next day. The stories improve with practice.

C

Field Trip Follow-Up

Materials: Tape Recorder

Procedure: After a trip record the discussion of the children about what they saw. Play it back to them.

Variation: Use the tape as a basis for making an *experience chart*.

Created Stories

Materials: A record or tape of "mood" music and record player or tape recorder.

Procedure: Play the music. Then ask the children to tell a story they made up listening to the music.

Variation: Instead of music use a tape of sounds-animals, city noises, household sounds, etc. - and ask for the stories built around these sounds. Make a picture to go with the story.

CREATIVE EMPHASIS IN CLASS ROUTINE

Free Play

Materials: Normal play materials, such as playhouse accessories, large blocks, rocking boat, etc.

Procedure: After children have had several weeks of experience playing with the toys, drop suggestions or make remarks that might lead to more creative situations:

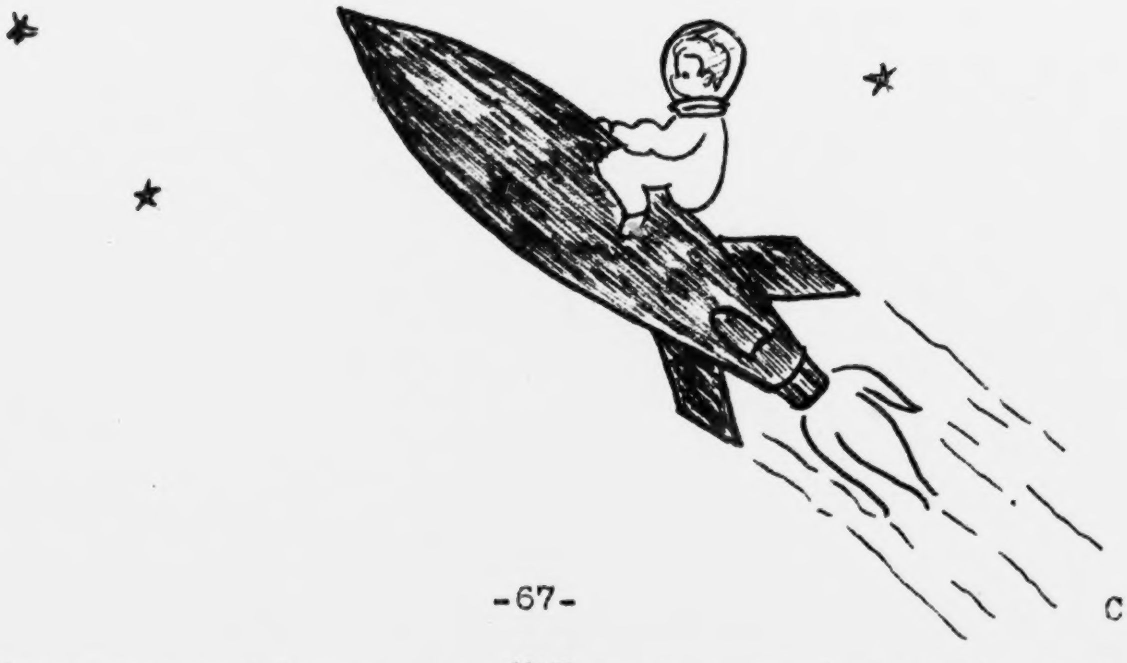
"I wonder if Cinderella's slippers were high heels like those."

"Is this train the little engine that could?"

"There are three places set. Where's Goldilocks?"

"That brick wall looks like one the third pig might have built."

"Mr. Astronout, how near is the moon?"



C

QUICKIES

Let's Pretend

Materials: None

Procedure:

1. What do you want to be when you grow up? Why?

2. What don't you want to be when you grow up? Why?

3. Pretend you are walking in the country
   in the zoo
   in the supermarket
   in Mother Goose Land
   at the airport
   downtown

   Tell me what you see and hear.

4. Choose a favorite nursery rhyme for the group to say and dramatize en masse.

MATERIALS

Books

American Singer, Book I: American Book Company.

Chukovsky, Kornei: From Two to Five; University of California Press.

Pels, Gertrude: Easy Puppets; Crowell.

Seeger, Ruth: American Folk Songs for Children; Doubleday.

Children's Books

Martignoni, Margaret, Ed: Illustrated Treasury of Children's Literature (or other collection of children's stories); Grosset and Dunlap.

Opie, Iona and Peter: Oxford Nursery Rhyme Book; Oxford University Press.

Slobodkina, Esphyr: Caps for Sale; Wm. Scott.

Classroom Aids

Cook, David: Teaching Pictures.
Instructo Products Co: Felt board and Flannel Board, Favorite Stories.
Matteoni, Louise: Readiness Program and Photographs for Readiness Program; Bank Street College of Education.
School Districts of St. Louis Suburban Area: Filmstrips and accompanying tapes of classic stories.

MATERIALS (con't.)

Ginn Language Development Kit A (esp. nursery rhyme section): Ginn and Co.
Peabody Language Development Kit #1 - I Wonder Cards: American Guidance Service.
Shaftel, Fannie and George: Words and Action; Holt, Rinehart, and Winston.
Tape Recorder.

Records

Best in Children's Literature, Series 2 (14 albums): Bowmar Records.

ACTIVITIES CONNECTING SOUNDS WITH SYMBOLS

Introduction

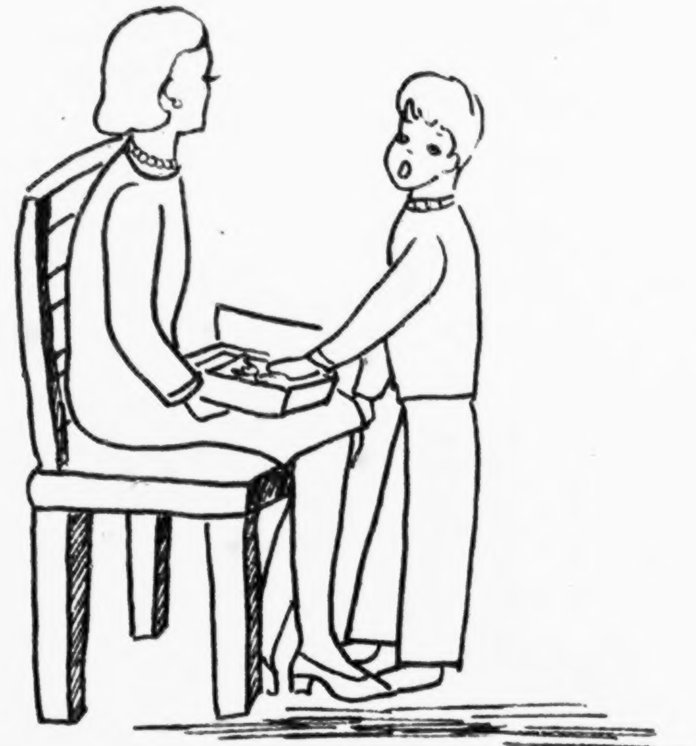
Activities associating sounds with symbols represent a prereading step and are usually introduced in the kindergarten. Since they help the child conceptualize the sound of a written word, they should be introduced as soon as the child is ready. This enables the child to formulate the symbolic form of a sound and conversely enables him to sound out combinations of symbols in order to learn pronunciation.

Before kindergarten some pictorial symbols may be employed to stand for certain words and situations, as a color or shape code to stand for the milk helper, cookie helper, a turn at the easel, etc. Then the step should be made to use the symbols employed in reading, either i.t.a. or the traditional orthography. Very early the child should be exposed to situations where he can learn that symbols perceived visually stand for sounds and words he perceives auditorily.

Animal Box

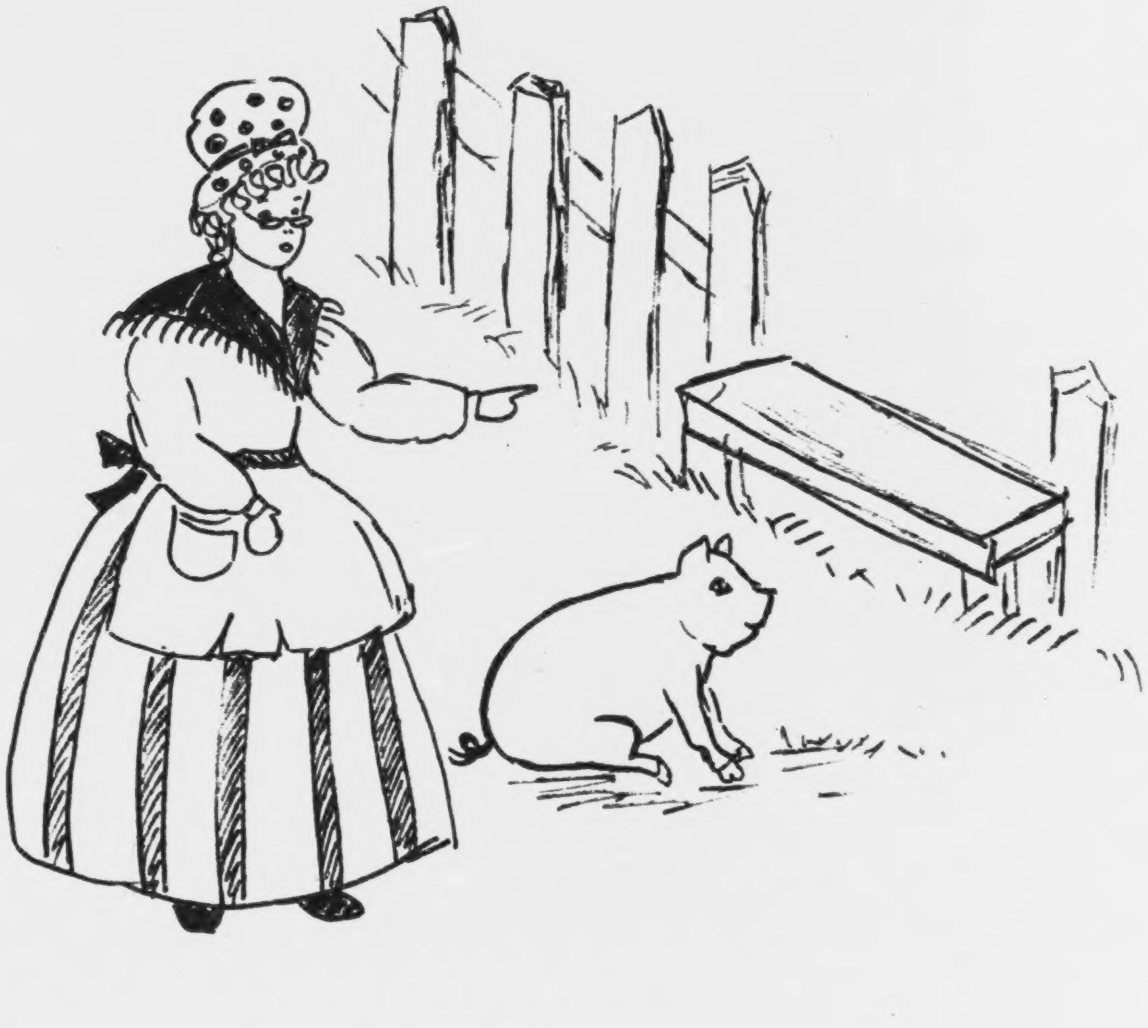
Materials: Basket or box containing pictures of animals (fruits, toys, etc. may be used).

Procedure: The children are given a box containing the animals. The teacher imitates one of the animals, and the children may then find the picture of that animal in the basket. If toys or fruit are used, a description can be given by the teacher instead.



Finger Plays and Poetry

Materials: Pictures from books or line drawings to correspond with topics in repetitive nursery poems or finger plays the children are learning.

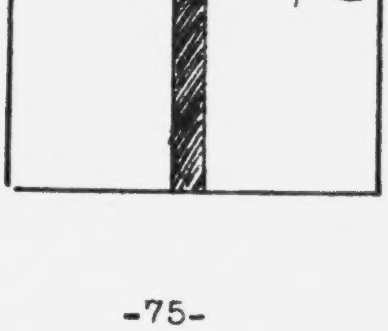


Procedure: Display pictures in order from left to right on chalkboard ledge or on flannel board as they will be mentioned in the poem. A child may indicate with his finger the progression through the pictures. Good poems are:

"The House That Jack Built"
"Old Woman Who Bought A Pig."

Attendance

Materials: Oak tag chart of children's names mounted on masonite board. Beside each name pound a small nail that protrudes about ½ inch.
Small oak tag geometric figures, one per child, with a hole punched out for hanging on nail. Have figures plain on one side and colored on the other.



Procedure: The children can take their own attendance each day as they come in and turn the figure beside their name from its plain to its colored side. Here meaning is attached to the color showing.

The shapes of the figures can also have meaning. One shape can be used for boys and a different one for girls. Or the shape could indicate the table or work group the child belongs to.

Class Records

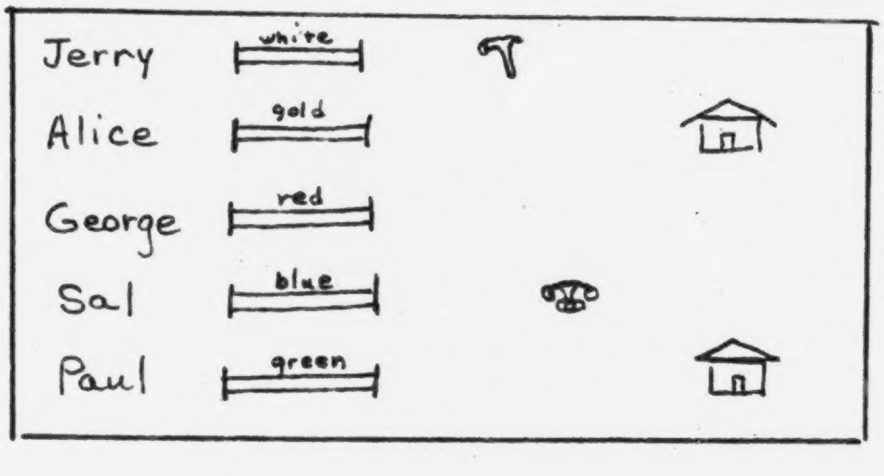
Materials: Oak tag sheets containing the class roll.
Felt-tip markers.

Procedure: Children learn quickly which name on the list is theirs. Many items of information may be kept on this chart in the space after each name by means of symbolic representation.

Make slits in the chart into which colored strips may be inserted. These serve as key helpers:
White - milk
Gold - crackers
Green - clean-up

Line drawings can be used to indicate mastery of his address (house), phone number (telephone), or a turn at the workbench (hammer.)

Soon the child can "read" information about himself and his classmates.

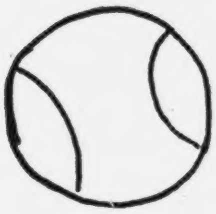

Jerry
white
Alice
gold
George
red
Sal
blue
Paul
green

GAMES FOR i.t.a. SYMBOLS

Treasure Boxes

Materials:	Boxes labeled with one i.t.a. symbol each and little objects to put in each box that start with that particular sound.
Procedure:	Have the children help collect items from home as new symbols are introduced. For "b", a collection might include a small ball, bell, button, balloon, barrette, boat.

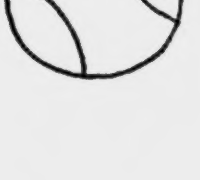
Items from several boxes can be presented for resorting in the proper boxes.

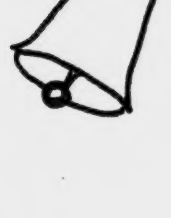


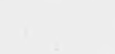
Variation: Four selected items can be presented and the child finds the two that start the same.

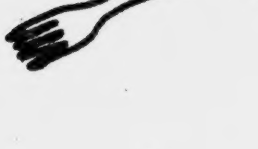
or

Four items are presented and the child finds the one that is different.









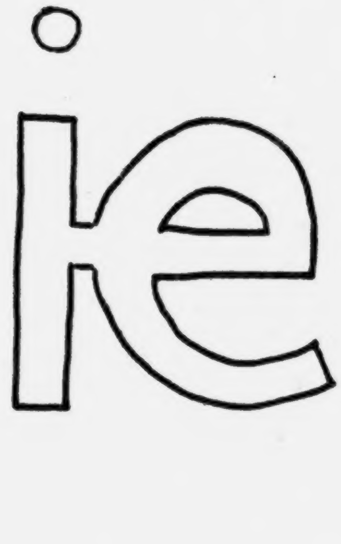
Charts and Dictionaries

Materials: Oak tag
Magazines and old workbooks for cutting out pictures.

Procedure: Make picture charts for each sound. (Eight to ten things which the children are familiar with).

By combining the charts, a picture dictionary may be made. Print the name below each picture. Use a red colored marker for the sound being emphasized. For instance on the "p" chart, each "p" would be in red. On the "ie" page the "ie" would be red.

Some of the pages might be put on a Ditto master, using line drawings, and the children could have sets of these to underline the particular sound and then take home.



Clock

Materials:	Large piece of cardboard for making a clock, one spinner.
Procedure:	Make a clock on a large piece of cardboard using only one hand. This hand is the spinner. On a separate piece of lined paper, number from one to twelve, and place opposite each number a sound to be reviewed. The learner takes a turn spinning the hand on the clock and then says the sound corresponding to the number on the chart. The child may also say a word that has the same sound.

"Go Fish"

Materials:	A pack of cards with pictures pasted on them.
Procedure:	Shuffle a pack of cards and distribute among a group of children. One child asks another, "John, do you have a picture whose name begins like________?" If the child has one, he must give it to the child asking. If not, he says, "Go Fish", and the child draws the top card of the pack in the center of the table. When a child has a pack of three cards whose names begin alike, he may lay them down and go on playing. The winner is the one with the most packs.

Envelope Fun

Materials: Large envelopes, pictures mounted on tag board.

Procedure: On the outside of a large envelope paste a picture. Inside the envelope are pictures cut from various sources and mounted on tag board. These pictures should be of things whose names begin with the same sound.

After several envelopes have been made, the pictures can be mixed up and the children can put them in the proper envelopes. The children should verbalize as to what the pictures are and what sound they begin with.

Card Detective

Materials: Picture cards, flannel board.

Procedure: Place three or four i.t.a. symbol-picture cards in the pocket chart or the flannel board. Each child may have his own pack of little card pictures. Each child places his cards under the correct pictures and tells what his pictures are and what sound they begin with.

Game Sounds with Symbols

Materials: Cards with an i.t.a. symbol on each.

Procedure: A child holds up an i.t.a. symbol card and says, "All of the children and the teacher make this sound." Then the child gives hints, of what he is thinking about that starts with that sound, such as,

"It has a tail", "it has feathers" - yes, it is a bird". (All the children say "Bird"). The child who guesses right is the next one to think of a word, either from something in the room, or from home, a trip experience, a story, etc.

In the early part of the year place initial symbols on objects in the room. Later, put the words on the objects as they are used in the i.t.a. program.

Vegetable Soup

Materials: Large bowl or container, large spoon, and various items of food cut from a magazine.

Procedure: The names of the items of food cut from the magazine should begin with the sounds being studied. The teacher then explains that a certain family likes vegetable soup. The class is to pretend they are the family. Each child comes up to the pictures of food and places a picture in the bowl, telling what sound the vegetable begins with.

Lost and Found

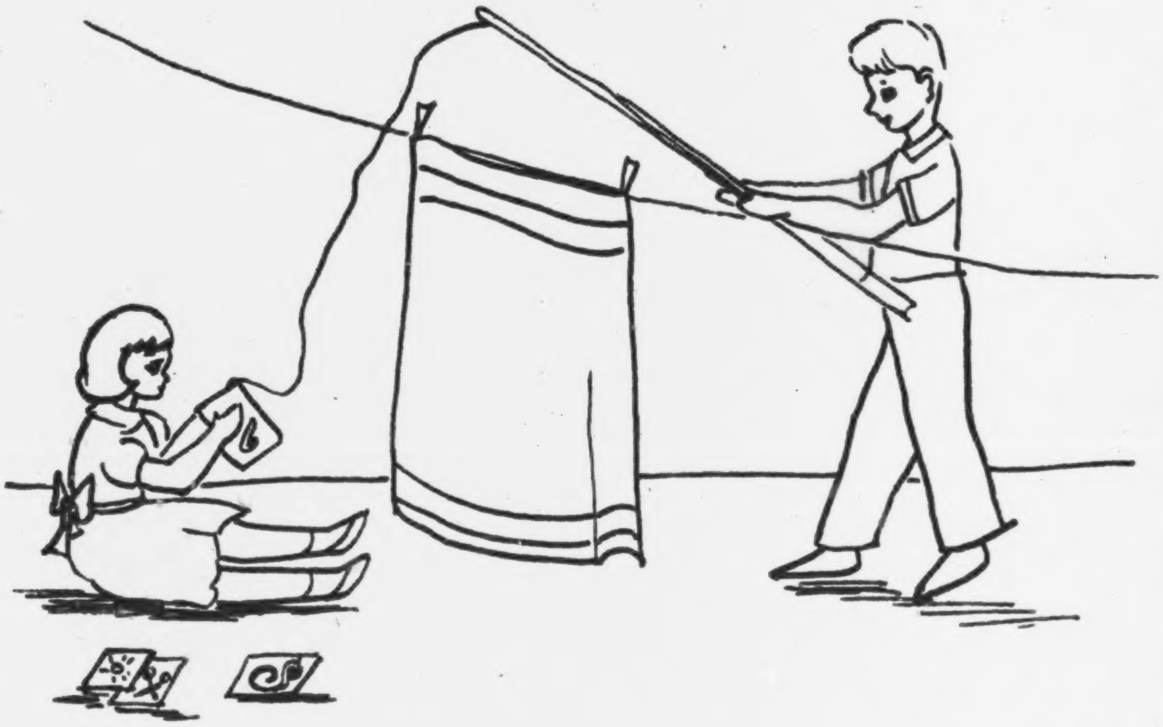
Materials: None

Procedure: The teacher or one of the children sits behind the desk and pretends he is the head of the Lost and Found Department. Each student thinks of the name of an object (must begin with one of the sounds studied) that could be lost. The first child comes to the Lost and Found Department and asks for the object and describes it. If he does it correctly the teacher pretends the object has been found and gives it to him.

Fishing

Materials: A paper clip, fishing line, dish towel or cloth.

Procedure: A paper clip is tied to the end of a fishing line and a dish towel is tied across the corner of the room. The teacher, or a child, sits behind the cloth. As each child tosses his line over the cloth he says one of the sounds he has been studying. The teacher then clips a picture which has that sound onto the line. The child then says the word aloud.



Variation: Reverse the above. The child must find a picture to correspond with the sound the teacher says and clips it to the line.

Game for Reviewing or Strengthening Sound Symbols

Materials: None

Procedure: Divide the players into two teams. Using the sound symbol of "M" for instance, the game might start this way:

1st player, Team A:	I have money.
1st player, Team B:	I have money,music.
2nd player, Team A:	I have money,music, mops.

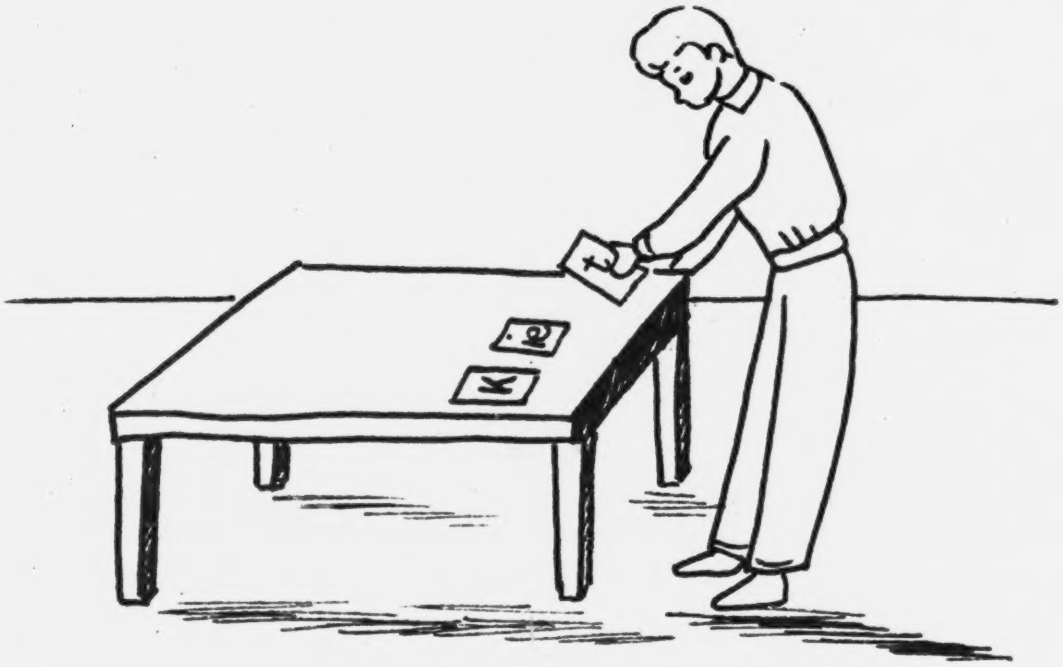
When a player makes a mistake, he is out and the opposing team takes over. The first player has another turn when the last one of his team has a chance. The tempo must be fast. The game may be varied by using the same sound symbol at an ending or in the middle of the word.

Variations:

1. "I'm going to have a birthday. For my birthday I would like........" (starting with prescribed sound.) This can be cumulative as above or not.
2. "I am going on a trip. I will pack in my suitcase.........." (Play as above.)
3. "I am going on a picnic. In the picnic basket I will put.........."

Make A Word

Materials: A number of small square cards on which are printed the 44 i.t.a. symbols, one symbol per card. Three or four of each of the sounds should be included.



Procedure: Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has picked up and collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one for each card collected and ten for each word spelled. Each card should be used only once in spelling a word.

Sound-O

Materials: Oak tag

Procedure: Make a set of cards by marking large sheets of oak tag into 9 or 16 squares.

cum	lωk	wer	bie
see	wus	ov	eech
clæ	mæd	feet	wun
get	dω	soe	fωd

Write a one-syllable word in each square, using i.t.a. sound symbols. Make each card slightly different so that there will be only one winner. Provide each player with a number of seeds or chips small enough to fit within the marked squares. Make a set of word cards that will include every word written on the cards.

The teacher or leader chooses a word card and calls out the word. Tell the pupils to place a marker over this word. As soon as one player has all the squares in one row covered (up and down, left and right, or diagonally) he should call"Sound-O".

The game stops while he proves he has followed the directions correctly. The winner may call out the words for the next game.

Variation: Use name of the children in the class to put in the squares.

Commercial Games

Many of the commercial games on the market can be converted to be of real value in associating sounds with symbols. The games can be made on oak tag and instead of numbers, pictures and i.t.a. symbols can be used. Some of the games that can be used for this purpose are:

Candyland
Chutes and Ladders
Uncle Wiggly
Chinese Checkers
Dominoes
Checkers

Adapting Speech Improvement Games

Many of the games suggested in the speech improvement section of this booklet can be adapted to be used in associating sound with symbol. The main change is this:

in speech improvement you drill on the same sound.

For best practice in associating sound and symbol (after the first days) you would want a variety of initial sounds, in each game, with opportunity being made for the child to show the symbol that matches the picture. Games from the next section that could easily be adapted are the following:

- Take Away (see page 105)
- Picture Lotto (see page 121)
- Speech Ladder (see page 120)
- Uncle Wiggly (see page 119)
- Spinners (see page 117)

Giving Symbols Personality

For a child who is having trouble remembering the symbols and their sounds, it is helpful to give the symbols a personality as suggested by Bryngelson for use in speech improvement techniques. Some of these suggested personalizations may be found in the Speech Improvement Section, the item called "Personalizing the Sound."

For example, "S" is called the Sammy Snake sound.

MUSICAL ACTIVITIES

Animal Songs

Materials: Peabody animal cards or other animal pictures.

Procedure: Before singing an animal song such as Old MacDonald Had a Farm, The Barnyard Gate, Over in the Meadow, etc., arrange pictures of the animals to be sung about in order from left to right on the chalkboard ledge. The children refer to these as they sing to know which animal will be used in the next verse.

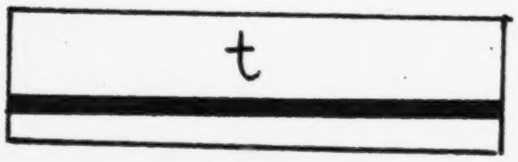
Alternative: Another song which lends itslef to this presentation is the lullaby, Hush, Little Baby.

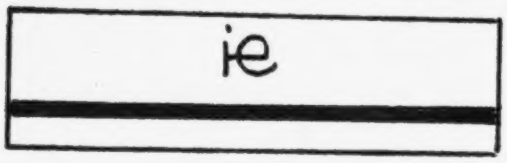
USE OF THE LANGUAGE MASTER

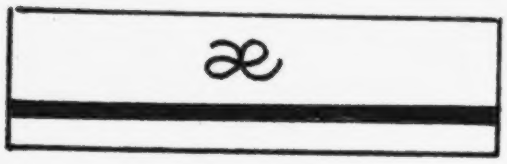
Learning i.t.a. Symbols

Materials: Language Master, Language Master cards with i.t.a. symbols written or clipped onto cards and the name of the symbol recorded on the card.

Procedure: Present several cards to the child that show i.t.a. symbols he has been working with. Ask him to find a certain one, as "t", and he checks himself by putting the card into the Language Master and hearing the name of the symbol he has chosen.







This will seem like more of a game if the symbols are only clipped on. Then they can be removed by the child and the child has a real matching game of sound to symbol. The cards should be lightly coded for the teacher so she can quickly check to see if the child has made the correct match.

USE OF THE TAPE RECORDER

Record-A-Story

Materials: Tape recorder and copies of simple stories in i.t.a.

Procedure: Tape the reading of the simple i.t.a. story. Synchronize the tape with the booklet by mentioning page numbers or colored shapes on the pages to insure that the child is watching the page he is hearing. Keep the words per page few and boldly written so the child can follow them.

CONNECTING SOUND WITH SYMBOL IN CLASS ROUTINE

Cue Cards

Materials: Large cards with i.t.a. symbols printed on them and other cards with numbers or names of tables or groups on them, and other cards with blocks of color on them.

Procedure: Hold up a card (as 2) and say, "The children in this group may go to the playhouse to play."

or

Hold up a color block, and say, "The children wearing this color may put up their rest mats."

or

Hold up a symbol (as p) and say, "The children whose names start with this sound may get their coats.

(See also section on Pre-reading Symbols, especially "Attendance" and "Class Records".)

QUICKIES

Sound Relay

Materials: None

Procedure: Divide the class into two groups. The teacher tells the children they are to think of as many words as they can beginning with "m" (or any other sound).

Barnyard Symphony

Materials: Records

Procedure: Identify animals by listening to the sound they make - imitated or from records.

Listening Time

Materials: None

Procedure: Have the children listen to words and identify the beginning sound. Later listen for final and medial sounds.

Variation: Speak a number of words beginning with the same sound and then add one beginning with a different sound, such as:

horse
house
hen
hurry
car

Have a child find the different word.

Hunting

Materials: None

Procedure: Find objects in the room that begin with a particular sound.

or

Point to all the pictures on a page in a magazine or picture dictionary or story book which begin with a certain sound.

MATERIALS

Books

Langstaff, John: Over in the Meadow; Harcourt, Brace.

Magic of Music(contains Old Woman and Her Pig): Ginn and Co.

Opie, Iona and Peter: Oxford Nursery Rhyme Book; Oxford University Press.

Children's Books

Scott, Louise Binder and Thompson, J.J.: Talking Time; McGraw-Hill, Webster Division.

Seeger, Ruth: American Folk Songs for Children; Doubleday.

Classroom Aids

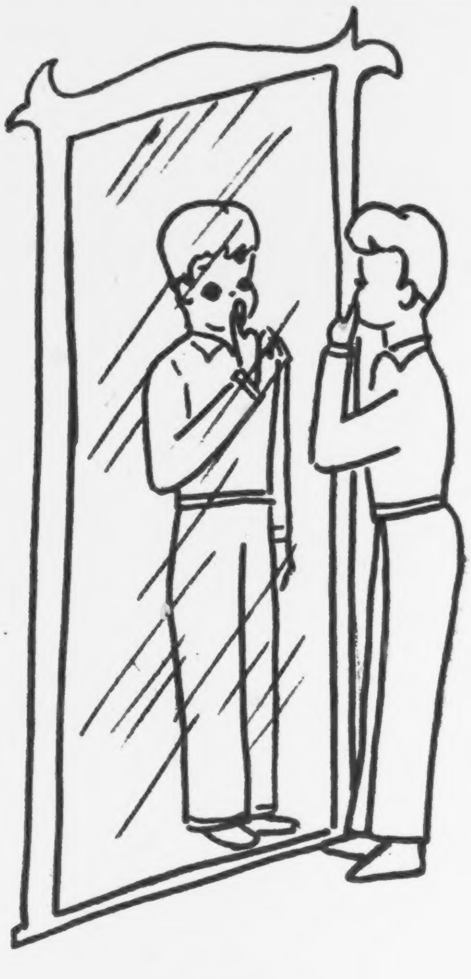
Commercial Games: Candyland
Chutes and Ladders
Uncle Wiggly
i.t.a. Symbol Cards.
Language Master.
Peabody Language Development Kit #1; American Guidance Service.
Phonic Picture Cards; Macmillan Co.
See-Quees Puzzles; Creative Playthings.
Tape Recorder.

MATERIALS (con't.)

Records

Scott, Louise Binder: Listening Time, Albums I, II, and III; McGraw-Hill.

ACTIVITIES EMPHASIZING SPEECH IMPROVEMENT



Introduction

Speech is a learned skill and the prekindergarten child usually brings well-established language and speech patterns to his first school experiences. He speaks, yet his speech sounds may have many errors. His speech habits are learned from his environment. He may bring various dialectal variations or different word pronunciations which were learned in his surroundings. He may be shy or aggressive and his sounds may be quite accurate or very unintelligible.

The teacher has a definite role in helping the child improve his speech. "It consists of systematic instruction in oral communication which has as its purpose the development of articulation, voice and language abilities that enable all children to communicate their ideas effectively", according to the American Speech and Hearing Association. This is not to be confused with speech correction. Speech improvement means classroom instruction in oral communication, whereas, speech correction refers to the efforts of the speech specialist working with speech-handicapped children in a program apart from the regular classroom. There is some overlapping of the two. It has been indicated that all children need help in developing and improving their oral communication skill, but all children do not have speech defects.

The "average" child has learned all of his sounds by 7 years of age, but the deviations are extreme. The individual speech sounds are not considered defective until the child reaches the age shown in the top line of the chart that follows.

By the time your child has reached the age of four he will have mastered eleven consonants. At age five he will add one more; at age six three more are mastered; and at age seven all 25 consonants have been produced.

3 yrs.	4yrs.	5yrs.	6yrs.	7yrs.
p	ŋ	y	ʒ	s
b			wh	z
m			j	ʈh
h				th
w				v
t				ʗh
d				ʃh
n				l
k				f
g				r

CHOOSING A SOUND FOR IMPROVEMENT

Many parents do not recognize the necessity of actively teaching a child to speak, assuming instead that it is largely a matter of chance. This creates a job for the teacher. Before a teacher can effectively help a child improve his speech, it is necessary to evaluate the child's speech to determine what sound or sounds he is having difficulty with. This can be done by listening to the child converse informally with another child, or the teacher may use a box of objects and picture cards to test his speech.

When selecting pictures and objects, look for those which will test all the consonant sounds in initial, medial, and final positions.

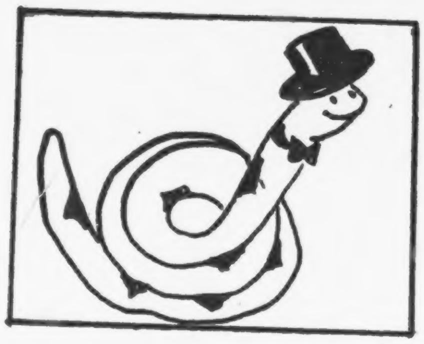
Having tested the child, select one sound for correction. This sound is the one referred to as "his sound" or "the child's sound" in the games that follow. The selection of a sound for the child to work with should be done by referring to the chart on the preceding page which gives the age by which a child should have mastered each sound.

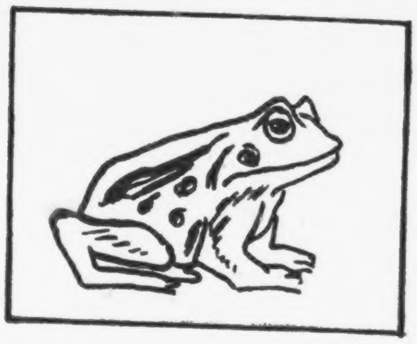
From the sounds that need attention choose the one that should have been mastered at the earliest age. If there are several sounds in the same age column that need attention, choose one that the child is most ready to learn. That is, a sound he can reproduce when he hears it in a nonsense syllable even though he does not use it in spontaneous speech. The child should be given games to play with this sound until it is well mastered before a new sound is introduced for attention.

Personalizing the Sound

Materials: Pictures

Procedure: When testing and observation have shown which sound the child should begin working with, the teacher will tell the child what sound is "his" sound. A name is given to each sound so that it can be easily remembered. A picture may be presented to represent the name of the sound. For example:





s - Sammy Snake
th - Goose sound
r - puppy dog sound
z - bee sound
ch - train sound
sh - quiet sound
v - fly sound

f - mad cat sound
k - crow sound
t - clock sound
d - woodpecker sound
g - frog sound
p - motor boat sound
b - bubble sound

AUDITORY TRAINING

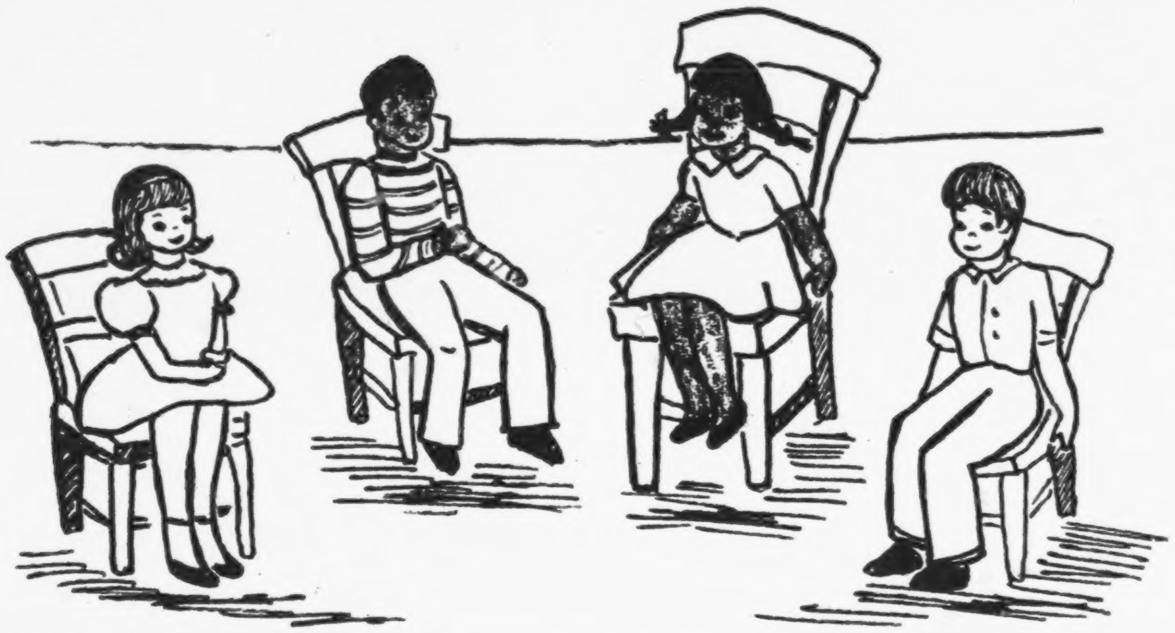
Many of the activities listed in the Auditory Section of *Developmental Skills Booklet II* may be used. The child must be trained to listen to the sounds in his environment before attempting to listen for the more specific sounds of speech. (When the child has reached the point where he is ready to begin listening for speech sounds, the teacher can use the following activities.) Booklet II of the Developmental Skills Series will be of particular help in selecting activities geared to foster the attention and listening skills as well as the higher level skill of auditory discrimination.

Sample Activity

This activity encompasses the areas speech therapists feel should be explored - in order - to gain mastery of a given sound: hearing the sound in isolation, in nonsense syllables, in words, and in conversation.

Materials: Enough chairs for each child, including one chair larger than the rest, which is called the "Big Chair."

Procedure: The chairs are placed in a semi-circle. All the children sit in the chairs, including the "Big Chair." It doesn't matter who is sitting in which chair. Whenever a child makes a mistake during his turn, he must leave the chair he is in and go sit in the *last* chair. The object is to try to reach the "Big Chair" and stay there. The activity can last as long as the teacher wants it to. Whoever is in the "Big Chair" at the end of the activity is the "Best Listener" for the day.



Variations: The children take turns one at a time. When it is an individual's turn, he claps when he hears his sound in:

1. Isolation: during a series of sounds said in isolation; i.e., a child working on the (s) sound, b, t,s,f,th,s,sh,s.

2. Nonsense syllables: bi, si, fi, shi, si, thi, zi, si.

3. Words: Example: shoe, soda, thumb, zebra, sing, think.

Example: soda, thoda, shoda, soda, foda, soda.

4. Context; The child names the word containing the (s) sound:

"She thanked Sally for the dime."

Note: When they can do the first step with their eyes open, have them do it with their eyes closed.

5. Do steps 2,3, and 4, only put the sound in the final position.

6. Do steps 2,3, and 4, only put the sound in the medial position.

7. Words: The teacher says a word, and the child tells where he heard the sound: beginning, middle, end, or nowhere.

Listening for a Cue

Materials: Story Books

Procedure: Read a story, or poem, or jingle in which one sound is emphasized. (Such stories are found in several of the books listed at the end of this section.) When a child hears the particular sound being emphasized, this is his cue to perform an action. It might mean clapping, jumping, standing up, or nodding his head. This game can also be played with lists of words.

Take Away

Materials: Pictures of sounds being studied.

Procedure: Pictures of the sounds being studied are placed on the table. The teacher tells a child to take away a picture that begins with the sound he has been studying. The game continues until each child takes away several pictures.

Poetry Parade

Materials: Chairs, one less than there are children.

Procedure: This game is similar to musical chairs. The teacher recites the poem which has the sound being stressed; when she stops reading, the children sit on the chairs. The child who does not have a chair is out of the game.

Treasure Hunt

Materials: None

Procedure: The children look around the room and find objects which have the sound they are studying, and bring them to the teacher. The child finding the most wins the game.

Picture Race

Materials: Various mounted pictures.

Procedure: The child is given a picture which has his sound, and all the children are lined up against the wall, side-by-side. The teacher says many words and when she says the child's picture sound he takes a step forward. The first child to reach the teacher wins.

Listen for Five

Materials: Five tokens for each child, individual small boxes.

Procedure: The children listen to a poem or story, and each time they hear their sound, they put a token in a box which is in front of them. The child is to listen for five sounds, and when he has his five tokens in the box he raises his hand and wins the game.

PRODUCING THE SOUND

After a child has become adept at hearing not only gross differences between sounds but also minute differences between the sounds of speech, then he is ready to practice producing the speech sound. The same order should be followed here as in auditory training: Produce the sound in:

a. isolation
b. nonsense syllables
c. words
d. general conversational usage.

TECHNIQUES OF SOUND PRODUCTION

Mirror Work

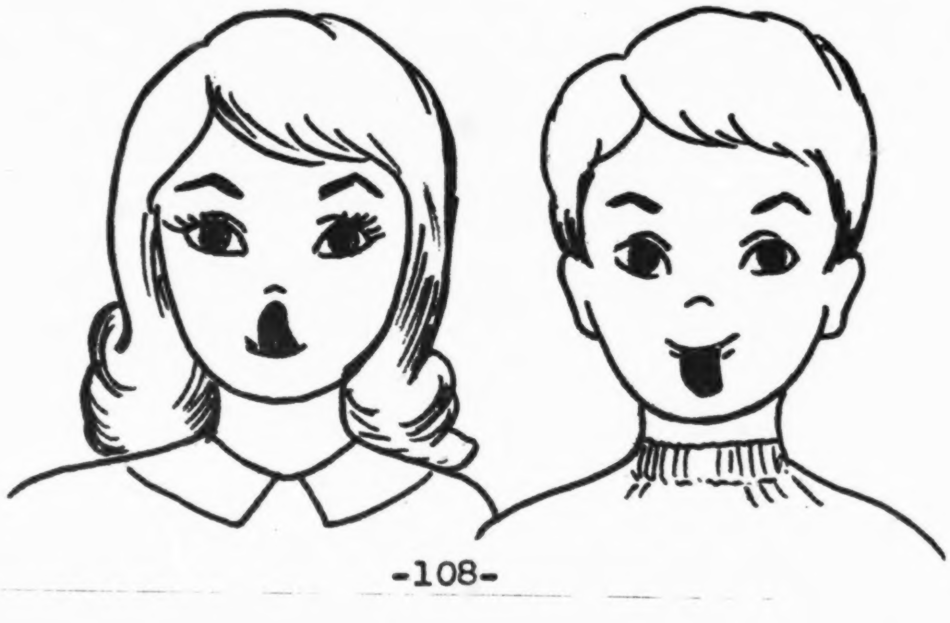
To insure correct production of the sounds it is necessary to spend some time in showing the child how to make the sound and which "Speech Helpers" are to be used. Often times it is just a matter of showing the pre-school child how to make the sound and from that point on he has little difficulty. It is often a matter of knowing how to do it for the child. We often forget that speech is learned and that we must be taught how to speak. The child should be placed in front of a mirror and shown the "Speech Helpers" and how they function. The "Speech Helpers" are the tongue, lips, jaw, palate, nose, teeth, and larynx.

Tongue and Lip Exercises

To facilitate movement of the "Speech Helpers", some of the following exercises are helpful. These exercises should be done in front of the mirror so the child can see what he is doing and how he is doing it.

1. The child should try to touch his chin with his tongue.

2. The child should try to touch his nose with his tongue.



3. The child should try to move the tongue laterally.

4. The child should try to move his tongue up and down.

5. The child should say the vowels with exaggeration.

Poems and jingles said while the child is doing these exercises make it more interesting for him. The following is taken from Talking Time, p. 68, and encompasses all of the "Speech Helpers":

"Lips, lips, lips!
They are active, don't you see,
When I say 'pretty butterfly'
And 'popsickle' and 'bee'.

Teeth, teeth, teeth!
Of course, they help me make
The first sound in 'fisherman'
And 'valentine' and 'snake'.

Tongue, tongue, tongue!
The tip goes up so high
To help me say 'tall ladder'
And 'duck' and 'nest' and 'tie'.

Jaw, jaw, jaw!
It's useful, I've no doubt.
It's hinges move it up and down
To let my speech sounds out!

Nose, nose, nose!
It helps three sounds to hum.
When I say 'my nice mother'
And 'sing a song' and 'drum'.

SI

Roof, roof, roof!
Now what do you suppose?
The hard palate separates
My mouth from my nose.

Soft palate, soft palate!
It rises up so high
To keep the sounds out of my nose,
Or they'd go sliding by.

Larynx and voice box...
They are one and the same,
The larynx buzzes when you say
The voiced sounds in your name.

Ear, ear, ear!
It should not seem strange to you
Since both your ears help you to hear,
That they are speech helpers, too!"

Sound Games*

Here are some sound games that can be played with a group of children to give practice in producing sounds and they also give the teacher a chance to see which children are having difficulty.

1. The "m" sound...Have the children press a forefinger against one nostril, then against the other as they hum "m m m m mee mee." Have them pretend to be a band and play simple tunes using their noses as horns.

2. The "p" sound...Give each child a very thin strip of paper and holding it vertically over the mouth by a finger pressed under the nose, make it move out as they say "puh puh puh." Tell them they are motor boats and have them move across the room as they say "puh puh puh," blowing the paper with little puffs of air.

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* VanRiper, Charles: Helping Children Talk Better. SRA, 1951.

3. The "k" sound...Tell them they are crows whose tongues got stuck under their bottom teeth and can only whisper "kuh kuh kuh." Show them how their tongues got stuck by anchoring your tongue tip below your front teeth and saying the sound. See if they can fly all the way around the room saying the crow whisper without having their tongues get unstuck. Look in their mouths as they come back and listen to their sounds.

4. The "g" sound...Tell them that in a kind of Indian talk "ugh ugh" means "yes" and "oog oog" means "no." Ask them simple questions and have them answer you in Indian talk. Tell them that these Indians always hold their hands under the base of the chin when they answer questions. (This will help them feel the sound.) Give them a feather for their heads and play an Indian game.

5. The "f" sound...Tell them to wet the side of their forefinger and hold it crosswise on the lower lip. Tell them to blow "f f f f" until it feels cold. Call this the "freeze your finger" game. Feel the fingers to see which is coolest.

6. The "v" sound...Have them hold their fingers along the upper edge of the lower lip and make it buzz like the starter of a car by prolonging the "vvvvvv-vvvvvv-vvvvvv." Tell them to start their cars by pressing with a finger on the lip, then to drive around the room.

7. The "sh" sound...Choose one child to be the teacher and give each of the others a certain sound to say over and over until a hodgepodge or mumbo jumbo of sound is produced. The moment the child-teacher puts her finger

vertically to her lips and says "shh!" all the others must do the same thing and then be quiet.

8. The "ch" sound...Have the children form a line by holding onto each other's hips and play train, starting up from the station when conductor says "All aboard" and "choo-chooing" in unison as they move around. Have one person blow a whistle to stop the train. Repeat.

9. The "j" sound...Have the children sit on their haunches as they pretend to be frogs saying "jee-joom" repeatedly. Choose a child to be a heron bird. As he comes nearer the frog pond the children make their "jee-jooms" softer until finally they whisper and become silent. The bird says, "I guess there aren't any frogs here," and leaves.

10. The "s" sound...Have the children blow up their cheeks like automobile tires. As the teacher goes around the room, she "punctures" them and they go "s s s s s " until all the air is gone. The one whose tires leak the slowest gets to "puncture" the cheek tires the next time.

11. The "z" sound...Tell half the children they are flowers and the other half they are bees gathering honey. The bees hold a thin strip of paper between their teeth and must touch the flowers with it, saying "zzzzzzzzzzzz" as they do so. After they have touched the flowers they must return to the hive and drop the papers on the teacher's desk without using their hands. The bees then become the flowers.

12. The "r" sound...Have the children face each other and growl "rrrr..rrrr..rrrr" at each other. The ones who make the best growl (the best rrrr) get a paper bone and carry it in their teeth on all fours back to the teacher.

13. The "l" sound...Have the children open their mouths and do exercises with both their arms and tongues together. As they lift their arms, they also lift their tongues to the roof of the mouth and say "llll." As they drop their arms they say "ah" thus producing "la". Repeat using other syllables..."la,lo,lie, loo."

14. The "th" sound...Have the children pretend to cool off their tongues. Tell them they have just eaten some very hot soup and that they should put their tongues just outside the door of their teeth and blow on them until their tongues are cooled off. Demonstrate by saying a prolonged, unvoiced "th" sound.

REENFORCING THE PROPER PRONUNCIATION

Once the child has produced the sound, activities should be used to enforce it. It should be remembered that the child is, at this point, working only on the sound itself. It should not be said with any of the vowels, except the "neutral vowel" "u".

Using the Sound in Isolation

1. Many of the activities listed in the section on Associating the Sound with the Symbol can be improvised to meet the need of producing the sound.

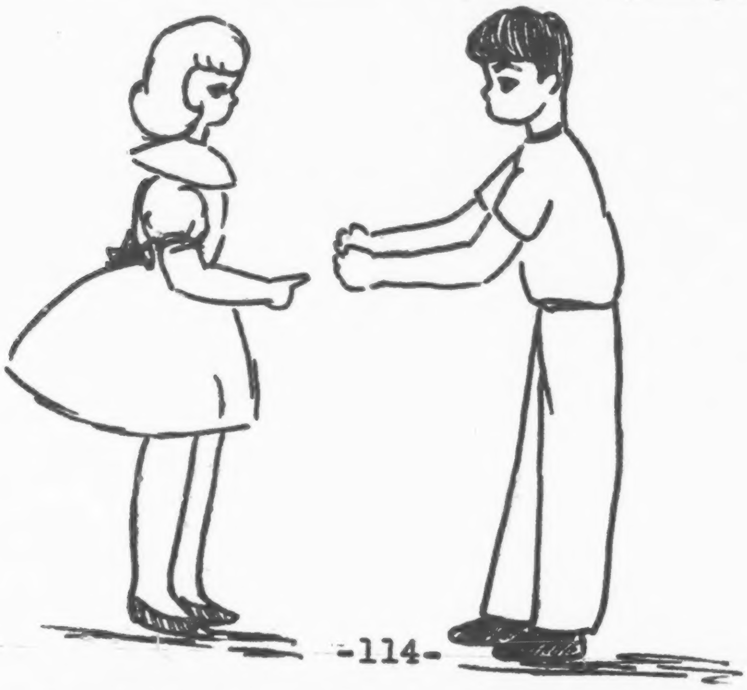
2. The child is to write the symbol as he says the sound. Or the teacher may write the symbol on the chalkboard and the child may trace over the sound as he says it. Another variation is to use felt or sandpaper cutouts of the symbol and have the child trace the symbol as he produces the sound.

3. Nursery rhymes can be recited and the sound being studied can be said intermittently; for example:

Jack s-s-s be s-s-s nimble,
Jack s-s-s be s-s-s quick s-s-s,
Jack jump s-s-s over the s-s-s
  candlestick.

4. Have the group divided into two teams. the first child is given an eraser. When the teacher says go, the first two children race (hop, skip) across the room and back. Each one hands the next child the eraser, saying his own sound correctly and that child races across the room and back and so on until each child has had a turn.

5. One child is given a penny. With the penny concealed in one hand, he holds both fists out toward one of the other players. The child says his own sound twice while he points to the hand he thinks holds the penny. If he guesses correctly, he gets to hide the penny.



Using the Sound with Nonsense Words

The child next has a chance to practice his sound in syllables instead of in isolation, yet there is little confusion because the new sound does not yet have to be used in familiar words.

1. If the child is working on the "th" sound, the nonsense syllables would be: "th-a, th-e, th-i, th-o, th-u." Again, variations of the preceding activities can be used in this

2. One child pretends he is a "secret agent". The other children are placed around the room, "under the bridge, in back of the barn, in the cellar, hiding in the bushes," etc. The "secret agent" goes from each place giving his password (which is nonsense word with his sound in the initial position), and the other child gives his nonsense word as an answer.

3. The children are divided into two groups. Each child is given a nonsense word by the teacher and he must say it correctly or be seated. The child who is still standing at the end of the game wins for his side.

4. One child will ask questions of the other children which contain nonsense words (provided by the teacher). The nonsense words represent certain pictures or objects agreed upon by the class. For example: a car is called a "th-a".

Using the Sound in Words

1. A chart with pictures which have the sound being studied can be made. One of the children thinks of one of the pictures and the other children try

to guess which one he is thinking of. They point to the picture and say its name.

2. The teacher hides pictures which have the sound around the room (in obvious places), and the children find them and bring them to her. They tell her the name of the picture.

3. The child may cut out pictures from magazines which have his sound, saying the name of the picture correctly as he cuts it out.

4. Draw a picture on the board and have the children guess what it is.

5. The children pretend they are going to the moon, and name things (which have their sound) they are going to take with them.

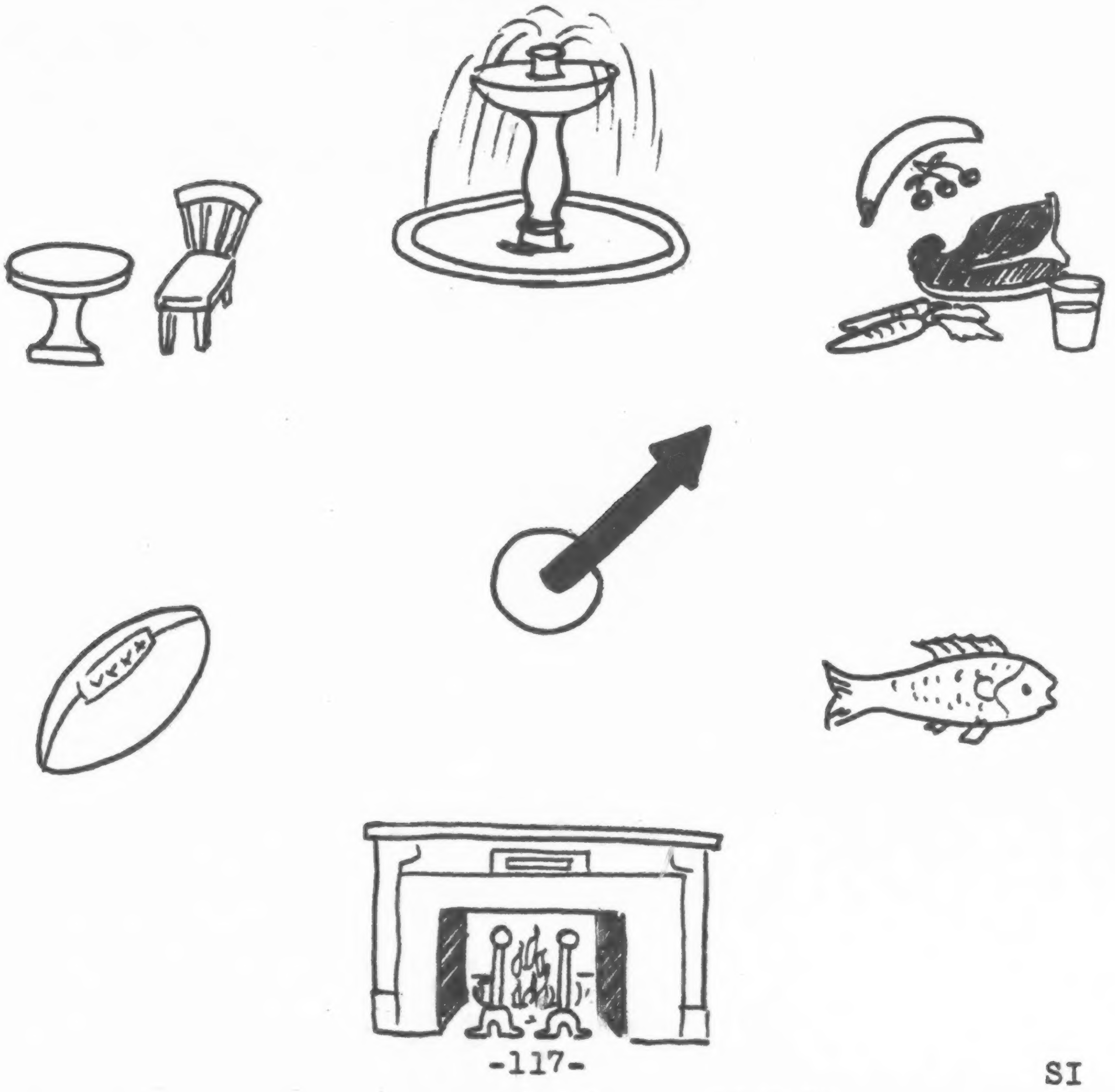
6. Many of the commercial games on the market may be used, as mentioned previously. Each time a child moves his marker he says a word which has his sound. The same directions can be used for card games such as Authors, Old Maid, etc. Dominoes and checkers can also be used.

7. From the Bryngelson Speech Improvement Cards, show all the pictures of a beginning sound to the children. Have the children repeat the names; then place the cards face down on the table. Each child takes a turn pointing to a picture, guessing what it is. The child turns the picture over and if he was correct, he puts the picture in front of him. If he was incorrect he turns the picture face down on the table. The child who has the most pictures wins.

8. Use a piece of oak tag with a circle drawn on it, 8 or 10 cutout pictures of certain sounds, spinner.

The pictures are placed around the outside of the circle. A spinner is placed in the middle and the children take turns spinning, saying the word and what sound the picture begins with when the spinner stops. (See illustration below.)

Spinner Game

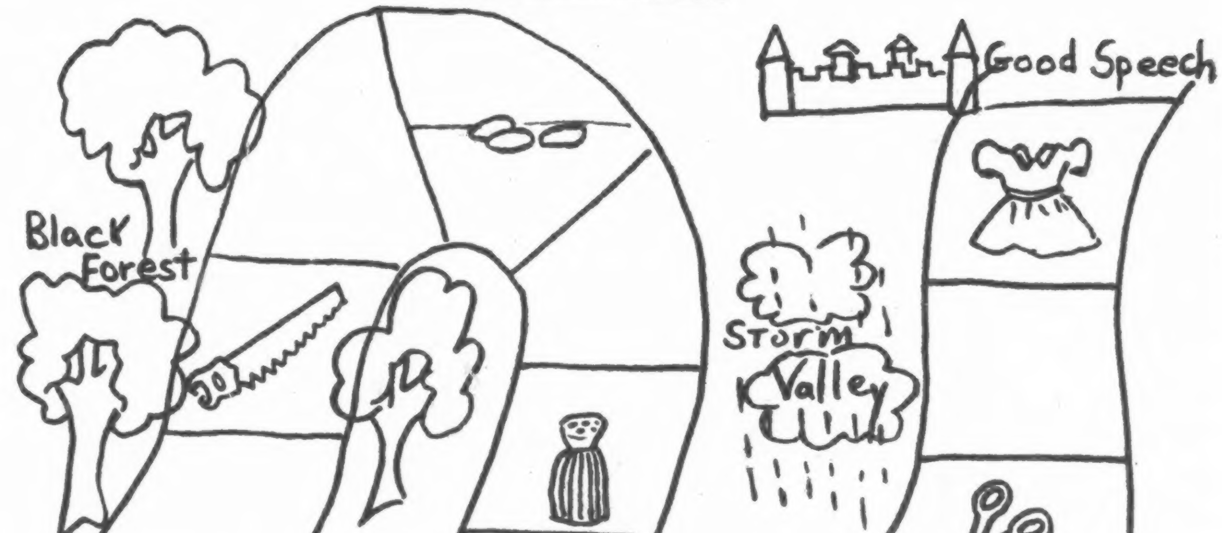


9. Use a 9 x 12 sheet of oak tag, with a path drawn on it. Divide the path into sections and in each section draw a picture of something that has the sound they have been studying.

To make it more interesting, the pictures at the beginning should be fairly easy, and as the path leads to the bear cave, they become a little more difficult; and then they may become even more difficult as they near the Black Forest. A spinner may be used, or dice, to see how many steps the child takes with his marker. The child must say the name of the picture and what sound it begins with before he goes another step.

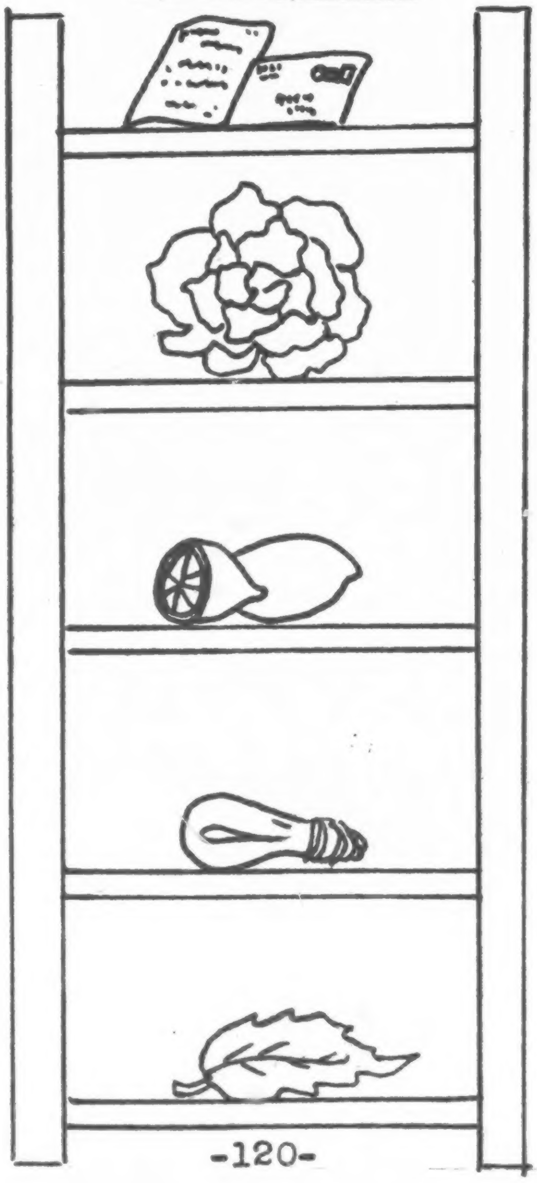
The first one to reach home wins.
(See illustration on following page.)

Uncle Wiggly


Good Speech
Black Forest
Storm Valley
Mountain pass
Bear Cave
Soap
Start Home

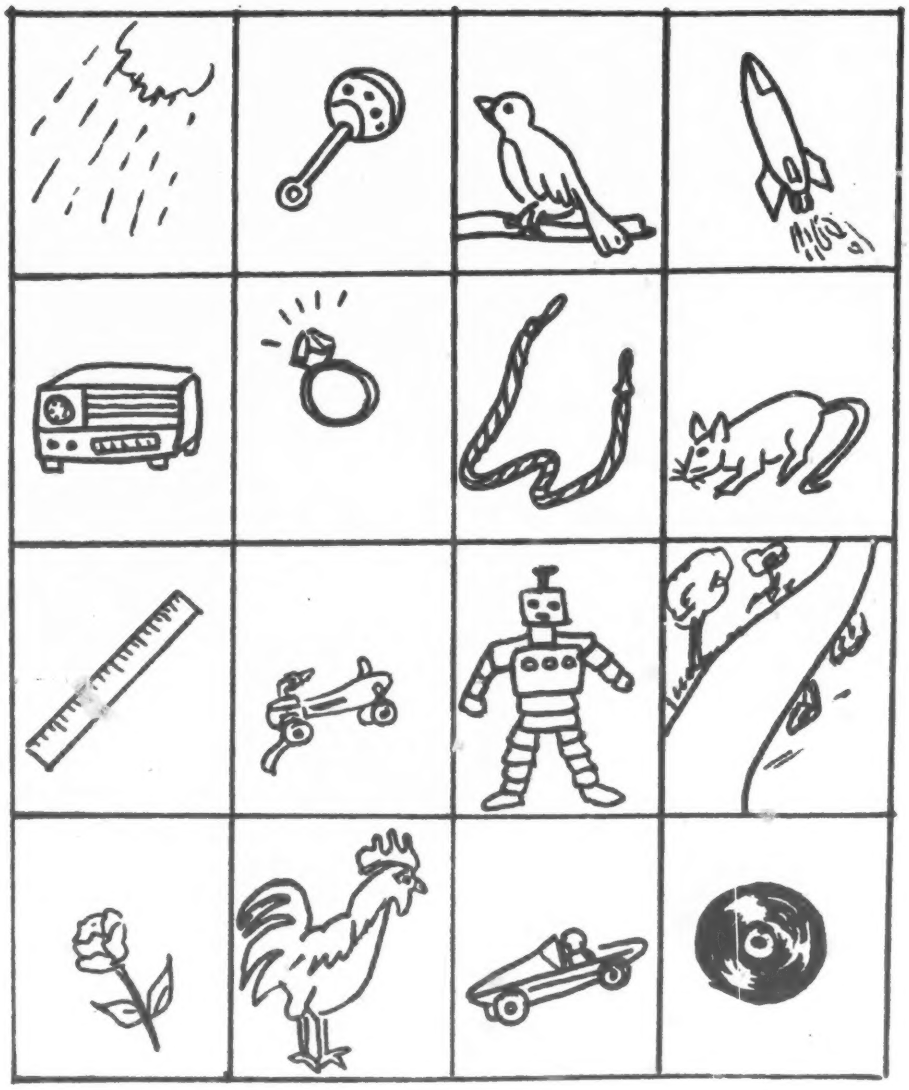
10. Make a picture of a ladder on 9 x 12 oak tag, paste various pictures on the rungs. On each rung of the ladder pictures which have certain sounds are placed. The pictures may be cut from magazines or drawn. The child must identify what sound each picture begins with and then tell what each picture is. The first child to go up and down the ladder wins.

Speech Ladder



11. Picture Lotto: Divide large cards into 9 or 16 squares.

"R" Lotto



Put in each square a picture that starts with the particular sound being emphasized.

Then make another set of separate picture cards including all of the pictures that have been drawn. The caller uses these to say the words for the other players. Each child has a pile of colored paper, and when one of his pictures is called, he says the word and covers that square with a piece of colored paper. When one child has covered four squares in a row, he calls out "Lotto" and therefore wins and becomes the caller of the next game.

The game requires several Lotto cards, one for each player. They should be at least somewhat different so only one child can win at once.

Using The Sound In Sentences and Conversational Speech

After a child has learned to say a sound correctly as it appears in words, then he must remain vigilant to use the correct sound in all casual and informal speech. This would include the various games and language activities mentioned throughout this booklet; such as

conversation time
reciting poetry
describing a picture
telling about an experience

When he consistently uses the correct sound automatically, then it is learned.

MUSICAL ACTIVITIES IN SPEECH IMPROVEMENT

Singing Ring

Materials: None

Procedure: Children walk in a circle while the teacher sings a song. The children must listen attentively because when the teacher stops singing they must immediately stoop. The child who is slow to stoop or who stoops before the teacher stops singing is out. The winner is the last one left. This develops attentive listeners.

See Materials section, We Speak Through Music, book and records.

Babbling Song

Materials: None

Procedure: Have children repeat the sound they are working on by singing it to a familiar tune. Combine the sound with a vowel to make a nonsense syllable and sing through the tune, using this as the word, repeated over and over.

USE OF THE LANGUAGE MASTER

Speech Imitation

Materials: Language Master
Cards containing a picture with its name presented on the magnetic strip at the beginning and end of the strip.

Procedure: A card is inserted in the Language Master and the child hears the correct pronunciation of the item pictured. The child says the name into the machine and the model repeats the name again. On the playing of the card again, the child can hear his voice and pronunciation in comparison with the correct pronunciation. This may help him hear the difference between what he is saying and what he should be saying.

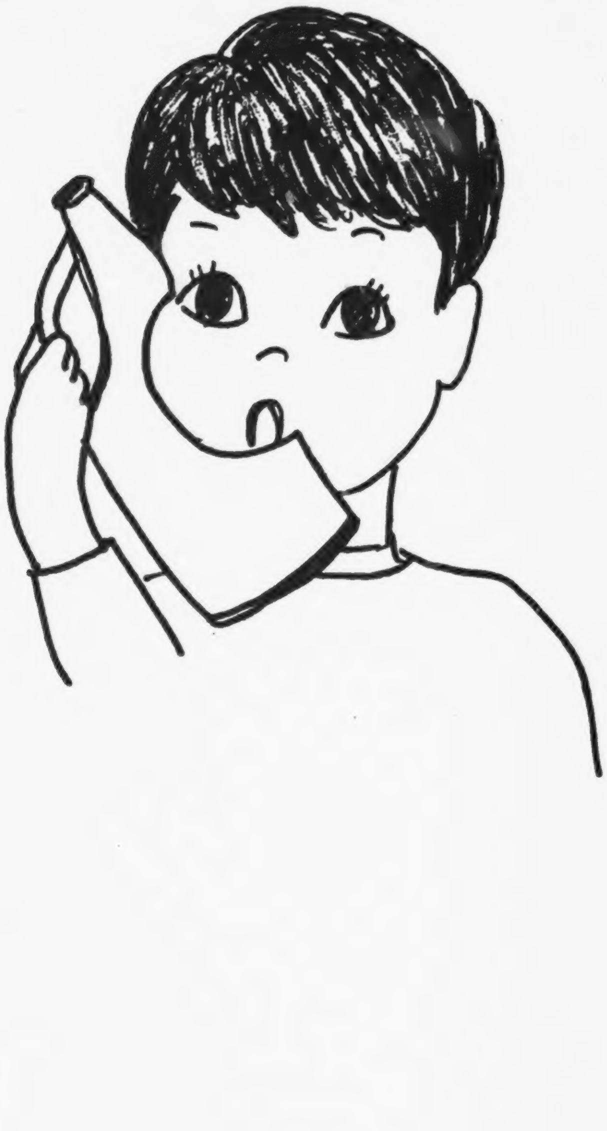
Plastic Bottle Amplifier

Materials: A two quart plastic bleach bottle with its side cut out

Procedure: The child holds the bottle so that the open side covers his mouth and one of his ears. As he speaks into the bottle his voice reaches his ear undiminished in volume and seemingly amplified. Sometimes this device will enable the child to hear the sounds his mouth is reproducing and to detect errors in articulation. The bottle is often available in situations where the Language Master is not.

See illustration on following page.

Plastic Bottle Amplifier Illustration



Progress Record

Materials: Language Master

Procedure: A child may record a sentence that the teacher suggests on a Language Master card. It should be a sentence that includes the error the teacher will be working with. In three or four months have the child record the same sentence on another card. Then listen to both cards to find improvement.

USE OF THE TAPE RECORDER

Nursery Rhymes

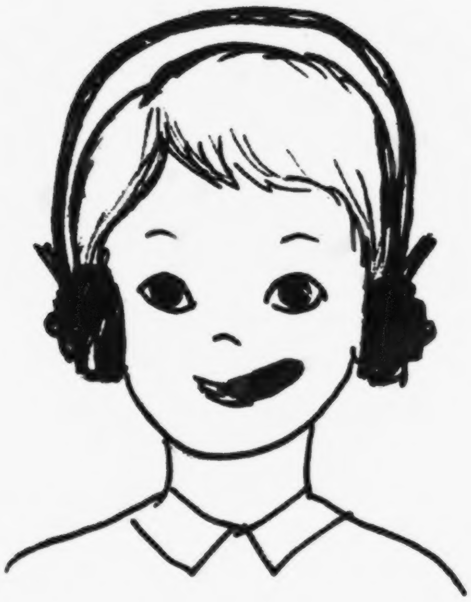
Materials: Tape recorder
Tape

Procedure: Have a child record a nursery rhyme or other familiar poem on the tape. As it is replayed he can hear his own voice and perhaps become aware of an articulation error he needs to work on. This tape can be saved to use in measuring progress later.

Listening Station

Materials: Tape recorder
Tape
Earphones
Mirror

Procedure: The teacher can tape directions for tongue exercises, such as pretending to be a frog and reaching one's tongue to catch a bug on his ear or nose, chin, etc. One child, or a small group that could benefit from tongue exercises, could listen to the tape with mirrors accessible to watch tongue movements.



Other uses of the tape recorder at the listening station might be with nursery rhymes to say along with the tape.

SPEECH IMPROVEMENT THROUGH CLASS ROUTINE

Story Time

Materials: Listen and Hear Stories (See materials section)

Procedure: After reading a Listen and Hear Story let the children act it out with the class using the repetitive phrases that include the sounds being emphasized. After the dramatization make paper cut-outs of the main story figure to take home. For those children who are working with the sound emphasized in the story, print the sound symbol on the figure as "r", "Run, Run, Robbers be done," so the parents may also be aware of the sound games.

Free Play Indoors

Bean Bag Toss: As the child throws his bag, have him say a suitable word with his sound, as Zowie, Slam, Rocko!

Rocking Boat: Have the children working on "r" recite the ditty,

"Rocking, rocking, rocking
I am rocking all the way."

or

"Rowing, rowing, rowing
I am rowing down the river."

Outdoor Play

Balls: Ball bouncing and ball throwing and rope jumping provide other motor activities to which suitable verbal accompaniment can be used when the child is at the point of being able to reproduce the sound but still needing practice.

Example: "Thump, thump, thump I jump."
"Catch the ball."
"Ker-lall, ker-lall, I bounce the ball."

Filling Station: Use of a make believe filling station for the tricycles offers an opportunity for the children to routinely hear a good model of three late-developing sounds.

Example: "Shall I fill it up?"
"Do you want regular gasoline?"
"Five gallons, please."

Encourage the attendant and customers to use these phrases.

Taking Turns

Materials: None

Procedure: Read a list of words or children's names or say a poem. When a child hears his sound he may get his coat, or put away his mat, or whatever the activity is at that time.

QUICKIES

Poetry

Spend a few minutes each day memorizing poetry. Some good possibilities are to be found in Talking Time.

Imitation

Imitate the sounds of an airplane, boat, car, clock, train, buzzer, animals. Imitating these sounds gives control of the lips, tongue, mouth, and throat for good speech.

Variations

Choose a word. Have a child say it as quickly as he can, as slowly, as softly, as loudly. Then have a child say it in a baby voice, a deep father's voice, a mother's medium voice.

Lip Reading

The teacher says a few words while the children watch her lips. She might choose names of three children to say. Then she mouths one of the names without sound and the children try to guess which name she said. This helps the children learn the importance of using their lips and in getting clues from speaker's lips of what is being said. As a variation a child may take the teacher's part in the game.

MATERIALS

Books

Brown, Helen and Heltman, Harry: Read-Together Poems; Harper & Row.

Bryngelson, Bryng: Speech Correction through Listening; Scott-Foresman.

Elligson, Dolly: Seals, Sea Gulls, and Other Sounds; Systems for Education; Chicago, Ill.

Hemphill, Irene, Ed.: Choral Speaking and Speech Improvement; Educational Publishing Corp.; Darien, Conn.

O'Conner, Edith: Primer of Motor Development (includes tongue exercises); D. Armstrong Co. Inc.

Potter, Charles: Tongue Tanglers; World Publishing Co.

Russell, David H. and Eliz. F.: Listening Aids through the Grades; Teachers' College Press.

Scott, Louise Binder and Thompson, J.J.: Talking Time; McGraw-Hill, Webster Division.

Slepian, Jan and Seidler, Ann: The Listen-Hear Books; Follett.

Van Riper, Charles: Helping Children Talk Better; SRA.

Wood, Alice L: Sound Games; Dutton.

Young, Leontine: Life Among the Giants; McGraw-Hill.

MATERIALS (con't.)

Classroom Aids

Bryngelson, Bryng and Glaspey, Esther: Speech Improvement Cards; Scott-Foresman.
Language Master: Bell and Howell
Peabody Language Development Kit #1.: American Guidance Service.
Rhyming Pictures,#32: Instructo.
Slingerland, Beth: Training in Some Prerequisites for Beginning Reading; Educators Publishing Service.
Tape Recorder.

Records

Arthur, Sister Mary: We Speak Through Music; Stanbow Productions. (Score and lyrics accompany record.)
Best in Children's Literature, Series 2 (Say-Along Stories, C124; Sights and Sounds, C126); Bowmar Records.
Listening Time, Albums I, II,III; McGraw-Hill.
Scott, Louise Binder: Listening Time Stories, Albums 1-12; Bowmar Records.
Sounds I Can Hear, Vol. 1-4; Scott-Foresman.
Songs for Language Development (Peabody Language Development Kit, Level P): American Guidance Service.